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ABSTRACT

This document is a decision-making tool on the instructional process in Mississippi. It attempts to standardize curriculum content by identifying core skills that must be included in subject areas in kindergarten through grade 12. Subjects covered are reading, English/language arts, mathematics, art, computer education, foreign languages, health and physical education, journalism, music, oral communication, science, and social studies. Each subject area contains the following components: a statement of philosophy and aims for the subject; an identification of broad teaching goals; a skills continuum for each grade level or course; a course description that includes appropriate course titles and summaries of course content; course listings that indicate amount of Carnegie unit credit awarded. Appendices contain outlines of a junior ROTC program, a driver education program, and an advanced placement program. (APG)

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STATE OF MISSISSIPPI CURRICULUM STRUCTURE

PHILOSOPHY, GOALS, SKILLS, AND CONCEPTS FOR CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PLANNING

IN

MISSISSIPPI

STATE OF MISSISSIPPI

STATE DEPARTMENT OF EDUCATION

SILLERS STATE OFFICE BUILDING

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing course titles and core contents of all major subject areas in the school curriculum. The need for standardization of curriculum was triggered by provisions in the Education Reform Act of 1982 which mandated:

-- elimination of nearly all extant curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression from one level to the next is properly sequenced;

-- a criterion-referenced statewide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills";

-- a system of accrediting schools that takes into account the performance of districts and schools and students.

The mandate for common and consistent curriculum content was reinforced during the 1986 legislative session when the Mississippi Legislature passed provisions for instructional management programs. This legislation calls for instructional management plans containing:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives for each course must be included);

2. suggested instructional practices and resources for the learning objectives;

3. systematic procedures for evaluating student performance on the learning objectives.

Specific district actions regarding the instructional management plan are also required, namely;

1. The local school board must officially adopt the written learning objectives as the district's curriculum.

2. Performance standards (mastery levels) for the learning objectives must be established.

3. Pass/fail policies must be based on mastery of the learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During each school year, records of performance for individual students must indicate whether or not the learning objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do not master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan for improving student performance on those objectives must be developed.

This document attempts to address the state's concern for standardization of curriculum in a format that will be useful to districts as they implement instructional management plans. Specifically, the State Curriculum Structure:

1. identifies scope and sequence for twelve major subject areas in the curriculum, including the logical progression from one grade level (or high school course) to the next;

2. provides standardized titles for high school courses;

3. identifies and incorporates into curriculum scope and sequence the basic skills and functional literacy skills tested through the Basic Skills Assessment Program;

4. provides a basis for reviewing instructional management plans to assure that appropriate core curriculum content is covered.

Appropriate use of the State Curriculum Structure in combination with district instructional management programs will assure that students from various school districts across the state who are enrolled in courses with identical titles study the same basic content and that each district's curriculum prepares students to perform adequately on the Basic Skills Assessment Program.

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Special thanks must go to the professional organizations of the state which provided consultants to produce the initial document. Those organizations are the:

Mississippi Reading Association
Mississippi Council of Teachers of English
Mississippi Association for Children Under Six
Mississippi Council of Teachers of Mathematics
Mississippi Art Education Association
Mississippi Educational Computing Association
Mississippi Foreign Language Association
Mississippi Alliance of Health, Physical Education, Recreation, and Dance
Mississippi Music Educators Association
Mississippi Band Masters Association
Jackson Symphony Orchestra
Mississippi Science Teachers Association
Mississippi Council for the Social Studies
Mississippi Speech Association.

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USING THE STATE CURRICULUM STRUCTURE

Mississippi's Curriculum Structure is offered as a decision-making tool to all who work in the instructional process. School district staff who develop and implement local curriculum will use it to identify appropriate course titles and contents and also to determine appropriate placement of specific skills within the curriculum. Those who work with instructional management programs will use the Curriculum Structure to identify the core skills that must be included in the learning objectives portion of district instructional management plans and also as a guide to additional skills that might be appropriate to include in plans. State officials who direct curriculum policy will use the Structure as a means of communicating expectations for scope and sequence. Accreditation officials will use this document to identify courses that may be used as credit toward graduation and as a basis for evaluating the curriculum/instructional management requirements of the accreditation system.

The State Curriculum Structure attempts to (1) standardize curriculum content by identifying "core skills" that must be included in the respective subject areas in each district's instructional management plan and (2) identify additional content (or skills) that, together with the core content/skills, represents an appropriate curriculum for the typical or average student enrolled in a regular education program. The additional skills may be included in districts' instructional management plans or other locally derived skills may be included.

Programs for exceptional students will use the Curriculum Structure as a guide to subject area content. Adjustments can be made in the level of specificity of instructional objectives for such students, time allowed for mastery of objectives, the number of objectives which special students are expected to master, or the level of performance expected of each person.

Student performance on the basic skills and functional literacy skills in Reading, English/Language Arts, and Mathematics will be tested through the Basic Skills Assessment Program (BSAP). For more specific information about how the basic skills and functional literacy skills will be tested, refer to the set of Test Item Plans (TIPS) distributed by the State Department of Education. As the BSAP is implemented, additional core skills in the three subject areas listed may be included, or core skills for additional subject areas may be tested.

Document Format

Each subject area in the Curriculum Structure contains the following components:

statement of the philosophy and aims for the subject;

identification of broad teaching goals:

skills continuum for each grade level or course;

course descriptions that include the appropriate course titles and summaries of course content;

course listings that include the amount of Carnegie unit credit to be awarded.

Skills in the skills continuum are coded in two ways. Codes placed to the left of the skill numbers represent the following:

* - The skill is a basic skill tested through BSAP.
** - The skill is a functional literacy skill also tested as part of the BSAP.
# - The skill is both a basic and a functional literacy skill.
C - The skill is a core skill.

Core skills represent the essential content of a course, the "common core" that must be included in instructional management plans and taught to all students. In the subjects of Reading, English/Language Arts, and Mathematics the basic skills and the functional literacy skills are considered to be a part of the core. Core skills must be incorporated into district instructional management plans. Skills not designated as core are considered to be optional and may be incorporated into instructional management plans at the discretion of the district.

Codes used in the skills continuum represent the following:

I - grade level or course in which skill is to be introduced
M - grade level or course in which skill is to be mastered
X - Introduction and mastery is expected within the same grade level or course.

The introduction levels are offered as suggestions only; school districts and schools may accept the suggested introduction levels for individual skills or may establish their own levels. The mastery levels identified in the Structure for basic skills/functional literacy skills must be incorporated into the instructional management plans of all districts and schools. This is necessary because the basic skills/functional literacy skills will be tested on the BSAP at the testing level at or following the level indicated for mastery of these skills. The mastery levels for all other core skills and optional skills are offered as suggestions only. Districts and schools may establish their own mastery levels for these skills.

It is assumed that teachers in grades between the introduction and mastery of a skill will work toward further development of that skill. Basic skills/functional literacy skills items will be tested at the testing level at which or after mastery is indicated. Where appropriate in grades and courses after the identified mastery level, teachers will reinforce the skill in every way possible.

To promote maximum performance on the BSAP and the Functional Literacy Test, teachers must be aware of the curriculum in all subjects and at all grade levels. For this reason, all subject areas are included in one document.

Reading

PHILOSOPHY AND AIMS OF TEACHING READING IN MISSISSIPPI

This reading program has been developed based on a belief that reading is understanding an author's message. In order that each student may get meaning from reading, the program includes skills in the use of context, word recognition, vocabulary, and study/research which can aid in comprehension of text. The teacher of reading should rely heavily on knowledge of how students learn those skills which will enable the student to read effectively.

Creating in students a desire to read is a major part of learning to read effectively. Teachers are able to motivate students toward becoming effective readers by exhibiting enthusiasm and high expectations regarding student achievement. Points to remember are:

1. Students learn to read by reading.

2. The more they read, the better they read.

3. The better they read, the more they read.

Although most schools do not teach developmental reading beyond sixth grade, students will be tested on reading skills at both eighth and eleventh grades. Therefore, it is necessary that every content-area teacher become a "teacher of reading" in the sense that vocabulary and concept development should become a part of every lesson taught if students are to understand the oral and written materials included in that lesson.

In this context, a developmental sequence of skills is listed. The developmental sequence extends from kindergarten level to twelfth grade. The lists are meant to be broad enough to provide a sequence of skills for every student. However, the skills sequence is not intended to become the total reading program. The effective teacher will use the skills list as an indicator of proficiencies students will need to acquire to become fluent readers who read for information and enjoyment.

GOALS FOR TEACHING READING IN MISSISSIPPI

Students at all levels of reading development will understand that reading is getting the linguistic message encoded in print.

Primary grade students will master basic word identification skills.

Students beyond primary grade levels will exhibit ability to use reading for acquisition of knowledge in all other subject areas.

Students will read narrative and expository material at their assigned grade levels with understanding.

Students at all grade levels will read materials of their choice for enjoyment and appreciation.

SPECIFICS FOR READING INSTRUCTION

Students in kindergarten through grade three should acquire skills in word recognition and comprehension which enable them to **"learn to read."**

The emphasis of reading instruction beyond the primary level should be to continue to acquire reading skills, and to apply those skills to all content areas, as students "**read to learn."**

INTENT OF READING INSTRUCTION

The Reading component of the State Curriculum Structure addresses testing content of the Basic Skills Assessment Program under the following assumptions:

1. Outcome skills at appropriate grade levels (3, 5, 8, and 11) are the proper concern of the BSAP (e.g., recognize words on the reading instruction word list);
2. Process or enabling objectives that must be met in order to perform outcome skills are not appropriate subject matter for BSAP testing (e.g., recognize initial consonant sounds);
3. Process or enabling objectives which must be learned in order to perform desirable outcome behaviors, such as comprehending fictional narrative, should be included in the instructional management plan of each school district and tested within the framework of that program.

Core skills and BSAP/functional literacy skills for Reading are identical.

A. - SKILLS FOR READING EDUCATION

I = Introduce   M = Master   X = I/M
* = Basic Skills Assessment Program Item
** = Functional Literacy Skill Item
# = Both Basic Skill and Functional Literacy
C = Core Skill

		K	1	2	3	4	5	6	7	8	9	10	11	12
ORAL LANGUAGE SKILLS														
1.	Name objects	I	M											
2.	Classify objects	I	M											
3.	Speak in simple complete sentences	I	M											
4.	Express ideas about objects, experiences, pictures	I	M											
5.	Supply missing words in a sentence	I	M											
6.	Supply missing phrases in a sentences	I	M											
7.	Organize a sequence of pictures to tell a story	I	M											
8.	Tell a story without the aid of pictures	I	M											
9.	Dictate a language experience story	I	M											
10.	Relate story events to personal experience	I	M											

A. - SKILLS FOR READING EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
AUDITORY SKILLS														
11.	Identify common environmental sounds	X												
12.	Classify sounds	X												
13.	Discriminate between rhyming and non-rhyming words	I	M											
14.	Identify initial consonant sounds	I		M										
15.	Identify final consonant sounds	I		M										
16.	Identify medial consonant sounds		I		M									
17.	Substitute initial consonant sounds (man-can, etc.) to form new words	I	M											
18.	Match consonant sounds	I	M											
19.	Follow oral directions	I		M										
VISUAL SKILLS														
20.	Recognize, match, and discriminate colors	X												
21.	Recognize likenesses and differences	X												
22.	Identify own name in print	X												
23.	Demonstrate left-right progression	X												
24.	Recognize and discriminate letter forms	I	M											

A. - SKILLS FOR READING EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	25.	Recognize lower case letters	I	M											
	26.	Recognize upper case letter	I	M											
	27.	Match upper and lower case letters	I	M											
	28.	Recognize spatial position	X												
	29.	Reproduce visual patterns	I	M											
	30.	Recall a series of objects	X												
	31.	Recognize consonant-vowel patterns		I			M								
VOCABULARY SKILLS															
		Recognize antonyms and synonyms in:													
	32.	Pictures	I		M										
C *	33.	Words		I		M									
	34.	Recognize homonyms		I		M									
C *	35.	Use multiple meanings of words		I			M								
C #	36.	Identify selected entries from List of Abbreviations and Symbols for Basic Skills and Commonly Used Abbreviations for Functional Literacy (difficulty increases)			X	X	X	X	X	X	X	X	X	X	
C *	37.	Use context clues to identify and/or define a word		I			M								

A. - SKILLS FOR READING EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C *	38.	Use morphemic analysis (roots and affixes)				I			M						
C *	39.	Use dictionary to locate and define a word			I				M						
		WORD RECOGNITION SKILLS													
	40.	Use picture clues	I		M										
C *	41.	Use linguistic context clues to predict a word in a sentence		I		M									
C #	42.	Recognize words on Word List for Reading Instruction and on Vocabulary List for Reading Functional Literacy Skills (difficulty increases)		X	X	X	X	X	X	X	X	X	X	X	
C	43.	Recognize sight words and phrases from language experience stories and interactions within the school environment	I			M									
C	44.	Recognize words and phrases from basic reading texts (Basal list, Language Experience stories, etc.) (difficulty increases)		X	X	X	X	X	X	X	X				
		Identify letter-sound correspondences in:													
		Consonants:													
	45.	Initial consonant	I		M										
	46.	Final consonants		I		M									

A. - SKILLS FOR READING EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
47.	Medial consonants		I		M									
48.	Blends		I		M									
	Vowels:													
49.	Short		I		M									
	Long:													
50.	VCe		I		M									
51.	Open syllables		I		M									
52.	Digraphs		I		M									
53.	R-controlled		I		M									
54.	Diphthongs			I	M									
C * 55.	Recognize compound words		I			M								
C * 56.	Recognize base words and their affixes (difficulty increases)		I		M									
C * 57.	Recognize singular, plural, and possessive forms of words		I			M								
58.	Recognize contractions		I		M									
C * 59.	Apply syllabication rules			I			M							

A. - SKILLS FOR READING EDUCATION

Comprehension Skills

		K	1	2	3	4	5	6	7	8	9	10	11	12
C # 60.	Match words and phrases with their literal meanings (difficulty increases)		I		M									
C # 61.	Follow written directions		I		M									
62.	Determine sequence in oral materials	I	M											
C # 63.	Determine sequence in written materials		I		M									
C # 64.	Identify main idea - Explicit		I		M									
C * 65.	Identify main idea - Implicit			I				M						
C # 66.	Identify supporting details - Explicit		I		M									
C * 67.	Identify supporting details - Implicit			I				M						
C # 68.	Identify cause/effect - Explicit	I			M									
C * 69.	Identify cause/effect - Implicit				I					M				
C # 70.	Draw/support conclusions		I		M									
C # 71.	Make generalizations			I				M						
C # 72.	Predict probable outcomes	I			M									
73.	Retell story materials	I				M								
C * 74.	Paraphrase statements		I					M						
C # 75.	Determine fact and opinion				I		M							

A. - SKILLS FOR READING EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C *	76.	Distinguish reality/fantasy	I					M							
C #	77.	Recognize author's purpose (inform, entertain, persuade)					I		M						
	78.	Compare/contrast different view points					I		M						
C #	79.	Determine appropriateness and accuracy of information					I		M						
	80.	Recognize figurative language		I					M						
C *	81.	Identify character traits, motives, and feelings		I		M									
C *	82.	Recognize story elements (mood, setting, plot)			I			M							
C *	83.	Distinguish between fiction and non-fiction			I				M						
	84.	Adjust rate to reading purpose and type of material													
	85.	Speculate about printed material in order to generate appropriate questions before and during reading		I							M				
STUDY SKILLS															
		Alphabetize:													
	86.	To first letter to locate information			X										
C *	87.	To second letter to locate information			I	M									
	88.	To third letter to locate information			I		M								

A. - SKILLS FOR READING EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 89.	To fourth letter to locate information				I		M							
	Use references to find information in:													
	Dictionary:													
C * 90.	Guide words			I		M								
C * 91.	Entry words				I		M							
C * 92.	Encyclopedia				I		M							
C * 93.	Atlas						I			M				
C * 94.	Card catalogue				I		M							
C * 95.	Almanac								I	M				
96.	Reader's Guide										I		M	
	Newspaper:													
C** 97.	Classified section						I			M				
C** 98.	Front page						I			M				
C** 99.	Editorial section						I			M				
C**100.	Sports section						I			M				
C**101.	Entertainment section						I			M				
C**102.	Advertisements						I			M				

A. - SKILLS FOR READING EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Telephone Directory:													
C # 103.	White pages						I			M				
C # 104.	Yellow pages						I			M				
	Parts of a Book:													
C * 105.	Table of Contents		I		M									
C * 106.	Index				I		M							
C * 107.	Glossary			I				M						
C * 108.	Title Page						I			M				
C * 109.	Bibliography							I				M		
C # 110.	Interpret maps, charts, graphs, and tables	I					M							
111.	Read and summarize					I		M						

APPRECIATION SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
112.	Use in-class free reading (SSR) time		X	X	X	X	X	X	X	X	X	X	X	X
113.	Discuss favorite authors and selections		X	X	X	X	X	X	X	X	X	X	X	X
114.	Broaden type of reading selections		X	X	X	X	X	X	X	X	X	X	X	X
115.	Use visual imagery	X	X	X	X	X	X	X	X	X	X	X	X	X

LIST OF ABBREVIATIONS AND SYMBOLS

FOR BASIC SKILLS

GRADE 1

¢ - cent

> - is greater than

< - is less than

= - equals, is equal to

- - minus, subtract

+ - plus, add

GRADE 2

Apr. - April

Aug. - August

Dec. - December

Feb. - February

Fri. - Friday

Jan. - January

Mar. - March

Mon. - Monday

Nov. - November

Oct. - October

Sat. - Saturday

Sept. - September

Sun. - Sunday

GRADE 2 (Continued)

Thurs. - Thursday

Tues. - Tuesday

Wed. - Wednesday

x - times, multiply

⟌ - divided by

GRADE 3

C - Centigrade, Celsius

cm - centimeter

F - Fahrenheit

g - gram

kg - kilogram

l - liter

MS - Mississippi

m - meter

ml - milliliter

÷ - divided by

$ - dollar

GRADE 4

c. - cup, cups
ft. - foot, feet
gal. - gallon
Gov. - Governor
in. - inch
km - kilometer
mm - millimeter
mo. - month
oz. - ounce
p. - page
pt. - pint
qt. - quart
yd. - yard
lb. - pound
mi. - mile
wt. - weight
yr. - year

GRADE 5

ch. - chapter
dz. - dozen
hr. - hour
Rep. - Representative
Sen. - Senator
U.S. - United States
U.S.A. - United States of America
min. - minute
' - foot, feet
" - inch, inches

GRADE 6

% - percent

GRADE 9

etc. - and so on
@ - at
& - and
# - number

COMMONLY USED ABBREVIATIONS AND SYMBOLS

FOR FUNCTIONAL LITERACY

GRADE 1

Mr.	-	Mister
Mrs.	-	a married woman
Ms.	-	a woman

GRADE 3

Ave.	-	Avenue
Dr.	-	Doctor
St.	-	Street
Rd.	-	Road

GRADE 4

apt.	-	apartment
Co.	-	company, county
Dept.	-	Department
Dr.	-	Drive
Jr.	-	Junior
Sr.	-	Senior
m.p.h.	-	miles per hour
NE, NW	-	or any combination of N, S, E, W)
N	-	North
S	-	South
E	-	East
W	-	West
P.O.	-	Post Office

GRADE 4 (con't)

a.m.	-	time between midnight and noon
p.m.	-	time between noon and midnight

GRADE 5

A.D.	-	in the year of our Lord; time following Christ
B.C.	-	time before Christ
I	-	interstate highway
mtn.	-	mountain
Blvd.	-	boulevard
Inc.	-	incorporated
no.	-	number
sec.	-	secretary
tsp.	-	teaspoon
tbsp.	-	tablespoon
hwy.	-	highway

GRADE 6

CST	-	Central Standard Time
CDT	-	Central Daylight Time
M.D.	-	Doctor of Medicine

GRADE 9

c/o	-	care of
R/X	-	take, prescription
Soc. Sec.	-	Social Security

WORD LIST FOR READING INSTRUCTION

GRADES K -12

KINDERGARTEN - GRADE 1

a
after
again
all
am
an
and
any
are
as
ask
at
ate
away

back
be
being
big
black
blue
brown
but
by

came
can
come
could

day
did
do
down

eat
every

few
fly
for
four
from
front
funny

get
give
go
going
good

had
hand
has
have
he
help
her
here
him
his
home
house
how

I
in
into
is
it

jump
just

know

last
let
like
little
live
look

make
man
may
me
more
most
must
my

new
no
not
now

of
old
on
once
one
open
other
our
out
over

people
play
please
pretty
put

ran
red
ride
round
run

said
same
sat
saw
say
school
see
she
so
some
soon
stop

take
thank
that
the
them
then
there
they
think
this
three
time
to
too
two

under
up

walk
want
was
we
well
went
were
what
when
where
white
who
will
with

yellow
yes
you

GRADE 2

against
almost
also
always
another
around

because
been
before
best
between
both
buy

call
cold

does
don't

each
enough
even

fast
first
five
found

gave
goes
great
green

himself
herself
however

its

left
less

made
many

off
or

place
pull

read
right

set
sing
sit
sleep
something
still
such

tell
than
their
these
those
though
thought
through
took

until
upon
us
use
used

very

wash
water
way
which
while
why
wish
without
work
would
write

your

GRADE 3

about
American

better
bring

carry
clean
course
cut

done
draw
drink
during

eight

fact
fall
far
full

general
got
grow

high
hold
hot
hurt

if

keep
kind

laugh
life
light
long

men
might
much
myself

never
number

only
own

part
pick
public

seven
shall
should
show
since
six
small
start
state
states

ten
today
together
try

united

warm
war
woman
world

year
years

GRADE 4

above
act
action
along
although
among
area
asked

become
began
business

called
case
certain
children
church
city
company
country

days
development
didn't
different
door

early
either
end
ever
example
eyes

face
family
felt
find
form

given
God
government
group

hands
head
history
human

important
interest
it's
itself

knew

large
later
law
least
line
local
looked

matter
means
members
mind

name
national
need
next
night
nothing

often
order
others

per
perhaps
point
possible
power
present
president
problem
program

rather
room

second
seemed
sense
service
several
side
social
system

thing
things
thus
times
today
told
toward
turned

whether
whole
within

yet
young

GRADE 5

able
across
age
ago
air
already
anything
areas
available

became
behind
board
body
boy
brought

cannot
car
center
change
clear
close
college
common
community
control
cost
court

death
department

economic
experience

federal
feel
feet
field
following
force
free
further
future

girl

half
having
heard
held

I'm
individual
information

job

known

land
love

major
making
miss
moment
money
mother
music

necessary

office

party
past
period
policy
political
position
probably
problems
provide

question
quite

real
really
reason
result

seem
seems
seen
society
sometimes
south
special
street
study
sure

taken
themselves
true
turn

voice

wanted
week
west
whose
wife
word
words

GRADE 6

alone
America
art
attention

basis
believe
book

century
child
class
complete
conditions

dark

east
education
effect
English
everything
evidence
except
expect
expected

father
figure
finally
fire

gone
greater
ground

hard
hope

I'll
idea
increase

kept

late
leave
level
lines
living
longer

mean
military
million
minutes
modern
months
morning
moved

nature
near
needed
nor
north

outside

particular
peace
personal
plan
pressure
private
process

rate
recent
required
return
road

says
schools
secretary
section
short
situation
sound
space
spirit
started
stood
strong
students
support
surface

table
tax
that's
therefore
third
top
total
town
type

union
university
usually

value
values
various
view

Washington
women
wrote

GRADE 7

actually
added
administration
amount
answer

basic
beginning
beyond
building

can't
care
cent
central
coming
committee
congress
costs
couldn't
county

data
dead
defense
developed
difficult
doing

else
equipment
especially

feeling
final
fine
floor
followed
forces
foreign
friends

getting
growth

hall
hear
heart
higher
hours
hundred

including
indeed
industry
inside
instead
international
island

looking
lost
low

makes
market
material
medical
meeting
miles
move

nations
natural

paper
passed
pay
person
picture
police
property

range
reached
received
religious
report
research
rest
river

shown
similar
simple
simply
single
son
sort
St.
stage
story
subject
suddenly

taking
talk
terms
training
tried
trying

walked
wall
wasn't
written

GRADE 8

according
addition
anyone
appeared

bad
below
bill
boys

cases
certainly
Christian
club
color
comes
concerned
considered
continued
countries

deal
decided
difference
direction
directly
district
due

earlier
earth
effort
entire
evening

food
friends

girls

hair
happened
hour

ideas
increased
industrial
involved
issue

knowledge

labor
lay
letter
likely
list
literature

maybe
meet
member
merely
method
methods
moral

nation
nearly
needs
neither
normal

paid
particularly
physical
points
population
production
programs
purpose

questions

reading
ready
record
remember
results

sat
sent
services
showed
size
southern
square
stand
statement
stock
strength
summer

temperature
thinking
throughout
trade
trial
trouble

understand
using

volume

weeks
western
whom
working

you're

GRADE 9

aid
apparently
approach
army
association
average

beautiful
bed

carried
cause
chance
change
changes
clearly
consider
couple

degree
direct

easy
effective
efforts

farm
fear
feed
former
forms
freedom

game
generally
groups

he's
hotel
husband

I've
immediately
influence

larger
lead
led
lot
lower

man's
manner
meaning
met
month
movement
myself

note
numbers

opened
organization

piece
placed
planning
plant
press
provided

reaction
recently
respect
running

sales
science
series
somewhat
spring
step
stopped
student
systems

theory
treatment
truth

ways
wide
worked
works
wouldn't
wrong

GRADE 10

account
activities
activity
additional
appear
arms
audience

based
blood
born

cars
character
chief
choice
corner

daily
decision
described
design
determined
doubt

eye

figures
fiscal
forward
function

gives
gun

hit
horse

image
include

justice

latter
learned
length
letters
lived

main
march
middle
moving

nuclear

obtained
obviously
oh
ones
operation
opportunity

parts
pattern
performance
persons
plane
plans
poor
progress

quality

radio
religion
reported
responsibility
returned

saying
serious
served
shot
slowly
specific
staff
stay
steps
straight
sun

technical
test
type

understanding

whatever
window
writing

GRADE 11

afternoon
agreement
ahead
analysis
applied
attack
attitude

ball
built

cities
closed
commission
completely
continue
corps
council
covered
current

date
deep
democratic
designed
despite
determine
distance
division
drive

easily
effects
elements
established
exactly
existence
extent

factors
faith
firm

growing

hardly
health
heavy
hospital

I'd
importance
income
indicated
interested

lack
language
leaders
limited

machine
married
mass
mouth

none

played
pool
price
principle
products
professional

reach
remained
role

scene
season
serve
speak
spent
standard
station
stress
suggested

there's

visit

waiting
won't
write

VOCABULARY LIST FOR READING FUNCTIONAL LITERACY SKILLS

FUNCTIONAL BASIC VOCABULARY WORDS

address
expiration
application
flammable
artificial
ingredients
buyer
license
citizenship
maiden name
credit
narcotic
departure
one-way
dietetic
physician
employee
postage
purchaser
registration
round-trip
seller
surname

experience
applicant
fare
arrival
income
balance
liability
citizen
location
convicted
military
deductions
occupation
deposit
permanent
dosage
position
prescription
references
residence
salary
signature
tablet

annual
express
area code
habit forming
authorized
interest
calories
local
contributions
marital status
date of birth
notarized
dependents
penalty
dividends
place of birth
employer
publisher
refill
restriction
schedule
spouse
tax

terminal
vehicle
violations
vitamins
voter
wages
withdrawal
social security number
zip code
occupant
resident

FUNCTIONAL BASIC VOCABULARY WORDS

WILSON'S ESSENTIAL VOCABULARY

Adults Only
Antidote
Beware
Beware of Dog
Bus Station
Bus Stop
Caution
Closed
Combustible
Contaminated
Condemned
Deep Water
Dentist
Don't Walk
Do Not Cross
Do Not Enter

Help
High Voltage
In
Inflammable
Information
Instructions
Keep Away
Keep Closed at ALL Times
Keep Off (The Grass)
Keep Off
Ladies
Lost
Live Wires
Men
Next (Window) (Gate)
No Admittance
No Checks Cashed

Pull
Push
Safety First
Shallow Water
Shelter
Smoking Prohibited
Step Down
Step Up
Taxi Stand
Terms Cash
This End Up
This Side Up
Up
Use Before (Date)
Use in Open Air
Use Other Door

Do Not Inhale Fumes

Do Not Push

Do Not Refreeze

Do Not Shove

Do Not Stand Up

Do Not Use Near Heat

Do Not Use Near Open Flame

Doctor (Dr.)

Down

Dynamite

Elevator

Emergency Exit

Employees Only

Entrance

Exit

Exit Only

Explosives

External Use Only

Fall Out Shelter

Fire Escape

Fire Extinguisher

First Aid

No Credit

No Diving

No Dogs Allowed

No Dumping

No Fires

No Littering

No Fishing

No Hunting

No Minors

No Smoking

No Swimming

No Touching

No Trespassing

Not For Internal Use

Noxious

Nurse

Office

Open

Out

Out of Order

Pedestrians Prohibited

Poison

Violators Will be Prosecuted

Walk

Wanted

Warning

Watch Your Step

Wet Paint

Women

All Cars (Trucks) Stop

Ask Attendant For Key

Beware of Crosswinds

Bridge Out

Bus Only

Caution

Construction Zone

Curve

Danger

Dangerous Curve

Dead End

Deer (Cattle) Crossing

Detour

Dim Lights

Dip

Do Not Block Walk (Driveway)

Found
Four Way Stop
Fragile
Gasoline
Gate
Gentlemen
Handle With Care
Hands Off
Exit Only
Right Lane Must Turn Right
Garage
Road Ends
Hospital Zone
Slide Area
Junction 101-A Keep To the Right (Left)
Slow Down
Left Lane Must Turn Left
Steep Grade
Stop Ahead
Stop for Pedestrians

Poisonous
Police (Station)
Post No Bills
Post Office
Posted
Private
Private Property
R.R.
Railroad Crossing
Resume Speed
Freeway
Road Closed
Go Slow
School Zone
Slippery When Wet (Frosty)
Last Chance for Gas
Speed Checked by Radar
Stop
Left Turn O.K.
Loading Zone
Look Out for the Cars (Trucks)

Drifting Sand
Drive Slow
Emergency Vehicles Only
End (45)
End Construction
Entrance
Exit Speed (30)
Restrooms
Floods When Raining
Right Turn Only
Gate
School Stop
Inspection Station
Lane Ends
Slower Traffic Keep Right
Left Turn on This Signal Only
Left Turn Only
Stop Motor
Stop When Occupied
This Lane May Turn Left

This Road Patrolled by Aircraft
Listen

Mechanic on Duty
Turn Off ½ Mile (¼ mile)

Men Working
Turn Off
Merge Left (Right)

Traffic Circle
Merging Traffic
Truck Route

Military Reservation
Unloading Zone

Use Low Gear
No Left Turn
Watch for Flagman

No Parking
Watch for Low Flying Aircraft
No Passing

Winding Road
No Right Turn
Yield

No Right Turn on Red Light
Yield Right of Way
No Smoking Area

No Standing
No Stopping
No Turns

No "U" Turns
Not a Through Street
One Way Do Not Enter

One Way Street
Pavement Ends
Playground

Proceed at Your Own Risk
Private Road
Put on Chains

English/Language Arts

PHILOSOPHY AND AIMS OF TEACHING ENGLISH/LANGUAGE ARTS

IN MISSISSIPPI

The English/Language Arts program offered by Mississippi schools includes development of oral language skills, the writing process, and literature appreciation. The goal of the language arts curriculum is to help students develop effective and appropriate communication skills through the use of integrated listening, speaking, reading, and writing activities. Realization of this goal will be reflected in students' competent use of receptive language skills (listening and reading) and expressive language skills (speaking and writing).

GOALS FOR TEACHING ENGLISH/LANGUAGE ARTS

IN MISSISSIPPI

Broadly stated, the outcome goals of the English/Language Arts curriculum for Grades K-12 are as follows:

COMPOSITION/GRAMMAR -- The student will communicate effectively and appropriately through the use of oral and written communication skills which are based on accepted, standard rules of usage.

The essential content for composition and grammar is the following:

mechanics (capitalization, punctuation)
usage (syntax with emphasis on correct word choice)
writing (sentences; paragraphs; multiple-paragraph works; correspondence; creative, student-generated works)

HANDWRITING -- The student will write legibly.

The essential content for handwriting is the following:

fine and gross motor skills
sense of direction
visual memory
spacing
manuscript
cursive writing

SPELLING -- The student will spell selected, frequently used words in written communication.

The essential content for spelling words correctly is the following:

phonics
sight words (included in reading curriculum)
word structure
dictionary skills

LITERATURE -- The student will read and interpret a variety of literary selections.

The essential content for literature is the following:

terminology
forms/genre
comprehension/interpretation/appreciation

B-1. - SKILLS FOR ENGLISH

I = Introduce   M = Master   X = I/M
* = Basic Skills Assessment Program Item
** = Functional Literacy Skill Item
# = Both Basic Skill and Functional Literacy Skill
C = Core Skill

This curriculum is intended for use in grades K-12. Districts that wish to provide additional help for students in grades 7-12 who have not demonstrated mastery of the core skills, as evidenced by performance on the BSAP, Functional Literacy Test, and district instructional management tests, may offer Written Communication courses as alternative English electives. Students would enroll in Written Communication and English simultaneously and would remain in Written Communication courses for the period of time necessary to demonstrate mastery of the core skills. Districts that wish to emphasize skills and concepts in addition to core skills may offer Accelerated English courses.

	K	1	2	3	4	5	6	7	8	9	10	11	12
HANDWRITING													
Develops fine motor skills:													
1. Coloring	I	M											
2. Painting	I	M											
3. Cutting	I	M											
4. Pasting	I	M											
5. Stringing	I	M											
6. Lacing	I	M											
7. Works puzzles	I	M											
8. Block construction	I	M											
9. Copying basic shapes/patterns using manipulative materials	I		M										

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Develops sense of direction:													
10.	Up, down	I	M											
11.	Left, right	I			M									
12.	In, out	I	M											
13.	Beside, between	I	M											
14.	Above, below	I	M											
15.	Top, bottom	I	M											
16.	In front of, behind	I	M											
17.	Inside, outside	I	M											
	Develops visual memory:													
18.	Locates objects in environment which represent basic shapes	I	M											
19.	Recognizes printed images and shapes	I	M											
	Develops eye/hand coordination:													
	Traces:													
20.	Straight lines	I	M											
21.	Curved lines	I	M											
22.	Slanted lines	I	M											

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Draws:													
23.	Straight lines	I	M											
24.	Curved lines	I	M											
25.	Slanted lines	I	M											
26.	Copies basic shapes	I	M											
27.	Draws basic shapes	I	M											
28.	Follows patterns	I	M											
	Develops manuscript skills:													
29.	Traces letters	I	M											
30.	Copies letters	I	M											
31.	Reproduces letters that are recognized	I	M											
32.	Reproduces all lower and upper case letters	I	M											
	Produces manuscript letter from memory:													
C 33.	Lower case letters	I	M											
C 34.	Upper case letters	I	M											

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Writes manuscripts:													
35.	With neatness	I		M										
36.	With legibility	I		M										
37.	With appropriate speed		I	M										
	Uses appropriate spacing:													
38.	In words		I	M										
39.	In sentences		I	M										
	Develops cursive skills:													
40.	Copies letters				I		M							
	Produces cursive letters from memory:													
C 41.	All lower/upper case letters				I		M							
42.	In words				I		M							
	Uses correct spacing in cursive writing:													
43.	In words				I		M							
44.	In sentences				I		M							

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Writes in cursive:													
45.	With neatness				I		M							
46.	With legibility				I		M							
47.	With speed				I		M							
SPELLING														
48.	Recognizes that letters and symbols represent sounds	I	M											
49.	Recognizes rhyming	I	M											
50.	Recognizes beginning consonant sound	I		M										
51.	Spells first and last name	I	M											
52.	Associates consonant symbols with their sounds	I		M										
53.	Recognizes ending and medial consonant sounds		I	M										
54.	Recognizes long and short vowel sounds		I		M									
55.	Recognizes consonant blends		I		M									
56.	Recognizes digraphs (e.g., sh, th, ch, wh)		I		M									
57.	Uses intial consonant substitution to spell related words (rhyming words)		I		M									
58.	Uses vowel combinations for correct spelling			I		M								

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
59.	Uses memorization for irregular spelling			I										
60.	Uses structural changes in words (ing, ed, er, est, s) without changing spelling of the base words		I		M									
61.	Uses spelling skills for simple sentence dictation			I				M						
62.	Uses spelling skills for daily written sentences, paragraphs and stories			I				M						
# 63.	Recognizes misspelled words from a given list of words (from Reading Continuum, Word List for Reading Instruction, pp. R15-R25 and Vocabulary List for Reading Functional Literacy Skills; Functional Basic Vocabulary Words, pp. R26-R27)		I		M (difficulty increases)		M			M			M	
C 64.	Arranges words in alphabetical order		I				M							
65.	Distinguishes between hard and soft sounds of c, s, j and g		I			M								
66.	Recognizes antonyms, homonyms, and synonyms		I			M								
# 67.	Spells words from appropriate grade level list (See #63 above)		I		M (difficulty increases)		M			M			M	
C 68.	Identifies root words		I			M								
* 69.	Distinguishes between singular and plural form of words		I		M		M							
* 70.	Differentiates between plural and possessive forms of words		I				M			M			M	
71.	Uses common prefixes and suffixes as an aid to spelling		I							M				

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
* 72. Applies the rules for irregular structural changes (y to i, dropping final e, double final consonant)				I					M				
73. Utilizes the glossary			I		M								
74. Recognizes principles of syllabication			I			M							
75. Understands the formation of contractions		I		M									
Dictionary skills:													
76. Utilizes entry words and guide words				I			M						
77. Selects proper definitions		I							M				
78. Utilizes multiple meaning of words		I							M				
79. Recognizes diacritical markings					I								M
80. Recognizes accent marks					I				M				
81. Recognizes how parts of speech are indicated					I				M				
82. Develops skill in spelling in the content area		I											
83. Spells correctly in formal written composition		I											

B-1. - SKILLS FOR ENGLISH

LITERATURE

Figures of Speech:

		K	1	2	3	4	5	6	7	8	9	10	11	12
84.	Defines simile							I	M					
85.	Identifies simile							I	M					
86.	Constructs simile							I		M				
87.	Defines metaphor							I	M					
88.	Identifies metaphor							I	M					
89.	Constructs metaphor								I					M
90.	Defines hyperbole										I			M
91.	Identifies hyperbole										I			M
92.	Constructs hyperbole										I			M
93.	Defines cliche								I	M				
94.	Identifies cliche								I			M		
95.	Defines personification								I		M			
96.	Identifies personification								I			M		
97.	Defines allusion											I		M
98.	Identifies allusion											I		M

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Sound devices:													
99.	Defines and identifies alliteration							I				M		
100.	Defines and identifies onomatopeia									I				M
101.	Defines and identifies rhyme	I						M						
102.	Defines and identifies assonance								I					M
103.	Defines and identifies consonance								I					M
	Verse forms													
104.	Defines and recognizes blank verse										I			
105.	Defines and recognizes free verse											I		
	Satire													
106.	Defines and identifies satire										I			
107.	Defines and identifies irony										I			
108.	Defines and identifies parody												I	
	Symbolism													
109.	Defines symbolism									I		M		
110.	Identifies symbolism									I				M

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Non-fiction													
111.	Recognizes biography				I						M			
112.	Recognizes autobiography				I						M			
113.	Recognizes types of journalistic writing (editorials, opinion columns, feature articles, news articles)							I						M
114.	Distinguishes between formal and informal essays										I			M
	Fiction													
	Elements of fiction:													
115.	Recognizes plot			I						M				
116.	Summarizes plot							I						M
	Elements of plot:													
117.	Identifies exposition (background)									I			M	
118.	Identifies conflict									I				M
119.	Identifies complication									I			M	
120.	Identifies climax									I				M
121.	Identifies denouement										I		M	
122.	Recognizes characters					I			M					
123.	Classifies characters (e.g. major/minor)							I				M		

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
124.	Identifies setting		I				M							
125.	Classifies points of view									I			M	
126.	States theme										I			M
	Short story													
127.	Applies elements of fiction to short story								I			M		
	Misc. short fiction													
128.	Identifies parable								I					M
129.	Identifies fable			I					M					
130.	Identifies myth			I								M		
131.	Identifies legend			I					M					
132.	Identifies allegory												X	
	Novel													
133.	Recognizes novel								I			M		
134.	Classifies types of novels										I			M
135.	Applies elements of fiction to novel										I			M

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Drama													
136.	Recognizes drama										X			
137.	Classifies comedy/tragedy										X			
138.	Applies elements of fiction to drama										I			M
	Poetry													
139.	Identifies narrative								I					M
140.	Classifies epic											I		M
141.	Identifies elements of poetry	I												M
142.	Classifies ballads								I					
143.	Recognizes dramatic monologues													I
	Defines and labels lyrics:													
144.	Defines and labels sonnets										I			
145.	Defines and labels odes													I
146.	Defines and labels elegy												I	

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
COMPOSITION/GRAMMAR													
Capitalization													
147. Orally names kinds of words (towns, people's names) that begin with capitals	I		M										
Correctly capitalizes letters in the following situations:													
* 148. First and last names (including names of pets)		I	M										
* 149. First word of a sentence		I	M										
* 150. The pronoun _I_		I	M										
* 151. The days of the week		I		M									
* 152. The months of the year		I		M									
* 153. Titles of people (including abbreviated titles before names)		I			M								
* 154. Titles of books, stories, and poems			I				M						
* 155. Holidays		I		M									
* 156. Initials of proper nouns		I				M							
* 157. Names of towns, cities, counties, and states			I			M							
* 158. Names of streets (avenues and roads included)			I			M							
* 159. Names of countries				I		M							

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 160.	Titles of television shows			I			M							
* 161.	First word of direct quotations				I		M							
* 162.	Titles of magazines and newspapers					I			M					
* 163.	Brand names (trade names) of products					I		M						
* 164.	Team names					I		M						
C 165.	First word in the main topic and subtopic of an outline					I				M				
* 166.	Heading, salutation, and closing of a letter				I		M							
* 167.	Proper adjectives					I			M					
* 168.	Names of companies and stores					I		M						
* 169.	Nationalities						I		M					
* 170.	Particular abbreviations					I	(See List of Abbreviations & Symbols for Basic Skills & Functional Literacy, pp. R11-R14)							
* 171.	Song titles						I	M						
* 172.	Titles of reports and announcements						I		M					
* 173.	Names of schools and institutions					I		M						
* 174.	Names of organizations					I		M						
* 175.	Names of departments of government							I		M				

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 176.	Names of ships, aircraft, and trains							I		M				
* 177.	Names of religions							I		M				
* 178.	Titles of legislative bills and acts								I	M				
* 179.	Titles of works of art								I	M				
* 180.	Names of school subjects							I		M				
181.	The first word of each line of conventional poetry				I					M				
* 182.	Names of the Deity								I			M		
Punctuation														
183.	Recognizes punctuation for telling and asking sentences		I	M										
End punctuation														
* 184.	Uses periods after declarative sentences		I		M									
* 185.	Uses question marks after interrogative sentences		I		M									
* 186.	Uses periods after imperative sentences				I		M							
* 187.	Uses exclamation marks after exclamatory sentences				I					M				
C 188.	Uses exclamation marks after interjections							I	M					

B-1. - SKILLS FOR ENGLISH

Periods

Places periods correctly after:

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 189.	Initials				I		M							
* 190.	Abbreviations (see #170 above)			I			M							
* 191.	Titles before names				I		M							
192.	Outline numerals and letters					I					M			
193.	Numerals, letters, decimals, dollars, and cents					I				M				
194.	Ellipses											I		

Commas

Places commas correctly:

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 195.	In dates			I	M									
* 196.	In addresses (geographical names)			I	M									
* 197.	In items in a series			I	M	(difficulty increases)								
* 198.	With nouns of address				I					M				
* 199.	Setting off parenthetical expressions such as oh, well, why, yes, no, now				I								M	
* 200.	After greeting of friendly letter			I		M								
201.	After closing of friendly letter			I		M								

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 202.	Before compound-sentence coordinating conjunction						I			M				
203.	To set off appositives							I		M				
204.	To set off direct quotations							I			M			
205.	After mild interjection						I		M					
206.	After surname in an alphabetical list								I	M				
207.	To clarify								I				M	
208.	In a divided quotation								I			M		
* 209.	After introductory adverb clause										I		M	
210.	To set off parenthetic expressions										I		M	
211.	With coordinating adjectives										I		M	
212.	With participial phrases										I		M	
213.	With conjunctive adverbs											I		
214.	With nonrestrictive clauses										I		M	
215.	With words that turn a statement into a question								I	M				
216.	With titles and degrees									I	M			
217.	With contrasting expressions								I				M	
218.	With omitted material											I		M

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Underlining													
	Underlines correctly:													
219.	Words in italics								I			M		
* 220.	Book titles				I		M			M			M	
* 221.	Magazines, long plays, movies, newspapers, record albums					I	M			M			M	
222.	Letters of the alphabet when used in composition											I		
223.	Important works of art											I		M
224.	Foreign words and phrases											I		M
225.	Words used as words										I		M	
226.	Letters used as letters										I		M	
227.	Numbers used as numbers										I		M	
	Apostrophe													
	Uses apostrophes correctly:													
* 228.	In contractions			I	M		M			M			M	
* 229.	In possessive nouns			I		M	M			M			M	

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Quotation marks													
	Uses quotation marks correctly:													
* 230.	Around titles of stories and magazine articles				I		M			M			M	
* 231.	With poems, songs, and chapters						I			M			M	
* 232.	With direct quotations				I		M			M			M	
							(difficulty increases)							
233.	With divided quotations								I			M		
234.	With question marks, periods, commas, and exclamation marks								I			M		
235.	With colons and semi-colons										I		M	
236.	With single quotes										I		M	
	Colons													
	Uses colons correctly:													
* 237.	Between hour and minute in time references			I	M		M			M			M	
* 238.	With business letter salutation						I			M			M	
* 239.	To introduce a list								I		M		M	
240.	With Biblical references										X			
241.	In references (volume; page)										I			M
242.	Before extended quotation										I			

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
Hyphens													
Uses hyphens correctly:													
243. To divide words between syllables at the end of a line						I				M			
* 244. In numbers from twenty-one through ninety-nine										I		M	
245. For compound adjectives (e.g. president-elect, one-half)										I	M		
Semi-colons													
Uses semi-colons correctly:													
* 246. Between independent clauses											I	M	
247. In items of a series with commas within items											I		M
248. In a compound sentence with commas within the clauses											I		M
Dash													
Uses dashes correctly:													
249. To break continuity of thought											I		M
Parts of Speech - Nouns													
250. Names simple objects	I	M											
251. Names family members	X												

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
252. Gives titles of community workers	X												
253. Sorts pictures by category names (e.g. farm-zoo animals, fruit-vegetables)	I	M											
254. Names the speaker (subject) when listening to sentences	I		M										
* 255. Identifies naming words, singular and plural		I		M		M			M			M	
256. Forms plurals of regular nouns		I		M	(difficulty increases)								
* 257. Forms possessive of nouns				I			M						
258. Identifies common and proper nouns				I		M							
* 259. Forms irregular plural nouns		I		M		M (difficulty increases)			M			M	
* 260. Identifies singular possessive and plural possessive nouns				I		M			M			M	
261. Identifies nouns used as subjects				I		M							
Parts of Speech - Verbs													
262. Names verbs for a large variety of situations (e.g. cooking, building, playing)	I		M										
263. Names the word showing action when listening to sentences	I		M										
* 264. Identifies action words		I		M									

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
265. Identifies linking verbs				I				M					
266. Identifies auxiliary verbs				I				M					
267. Chooses correct simple tenses				I		M							
268. Adds e before s to verb ending in s, sh, ch, tch, z, or x				I		M							
269. Recognizes verb phrases					I			M					
270. Identifies the main verb				I			M						
* 271. Chooses correct forms of regular verbs			I			M			M			M	
* 272. Chooses correct forms of irregular verbs				I					M (difficulty increases)			M	
Identifies the verb tenses:													
273. Present			I		M								
274. Past			I		M								
275. Future						I	M						
276. Present Perfect								I		M			
277. Past Perfect								I		M			
278. Future Perfect								I		M			
Parts of Speech - Pronouns													
279. Uses pronouns correctly while speaking	I			M (difficulty increases)									

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
280. Substitutes, orally, pronouns in place of nouns (boy-he, girl-she, people-they)	I			M									
* 281. Identifies pronouns			I	M									
282. Identifies possessive pronouns				I			M						
283. Identifies subject and object pronouns					I			M					
284. Identifies personal pronouns					I				M				
* 285. Substitutes in writing pronouns in the place of nouns			I			M							
286. Identifies indefinite, interrogative, demonstrative, relative, reflexive, and compound personal pronouns									I			M	
* 287. Identifies antecedents of personal pronouns						I			M			M	
Parts of Speech - Adjectives													
288. Names descriptive words for large variety of situations	I			M									
289. Selects descriptive words in sentences orally	I			M									
290. Sorts pictures by descriptive words	I	M											
* 291. Identifies descriptive words			I	M									
* 292. Supplies correct adjectives				I		M			M			M	
293. Identifies the words modified						I		M					
294. Identifies predicate adjectives						I				M			

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
295. Identifies and relocates adjectives following nouns they modify						I					M		
296. Recognizes articles as adjectives						I		M					
* 297. Uses troublesome adjectives such as well, good, and bad correctly							I		M			M	
* 298. Identifies, forms, and uses the three degrees of comparison: positive, comparative, superlative							I		M			M	
Parts of Speech - Adverbs													
299. Provides oral answers for how, when, where, why, and what questions	I		M										
300. Asks questions using how, when, where, why, and what	I		M										
* 301. Identifies words that tell how, when, and where (adverbs)					I	M							
302. Identifies adverbs in sentences					I					M			
* 303. Supplies correct adverb in making comparison					I	M			M			M	
								(difficulty increases)					
* 304. Chooses between forms of adjectives and adverbs (e.g. real, really)						I			M			M	

B-1. - SKILLS FOR ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
Parts of Speech - Prepositions													
305. Uses body to show positions indicated in prepositional phrases	X												
306. Places objects to show positions indicated in prepositional phrases	X												
307. Identifies prepositions in sentences						I			M				
308. Identifies prepositional phrases						I			M				
Parts of Speech - Conjunctions													
309. Identifies connecting words (e.g. and, but, or)					I				M				
310. Combines by using connecting words (e.g. and, but, or)					I				M				
* 311. Uses conjunctions correctly						I			M			M	
312. Identifies and uses conjunctive adverbs											I		
Parts of Speech - Interjections													
313. Identifies interjections used in sentences							I		M				
Usage													
Oral skills													
314. Recognizes complete/incomplete sentences	I		M										
315. Adds to incomplete sentences to make them complete	I		M										

		K	1	2	3	4	5	6	7	8	9	10	11	12
316.	Retells familiar story using complete sentences (without dramatization)	I			M									
317.	Adds words to expand sentences	I				M								
318.	Adds phrases to expand sentences	I					M							
	Oral and Written													
* 319.	Chooses subjects and verbs which agree				I		M		(difficulty increases)	M			M	
* 320.	Selects correct singular or plural nouns for sentences			I	M		M (difficulty increases)			M			M	
* 321.	Selects the correct pronouns to use in given sentences				I		M			M			M	
* 322.	Selects the correct adjective for use in given sentences				I		M			M			M	
323.	Uses the articles a and an correctly				I		M							
324.	Uses the following pronouns as the subject of a sentence: I, she, he, we, and they				I	M		(difficulty increases)						
325.	Uses the following pronouns after the verb as objects in the predicate: me, her, him, us, and them					I					M			
326.	Uses correct possessive pronouns in sentences				I			M						
* 327.	Uses pronouns and antecedents that agree in number					I	M		(difficulty increases)	M			M	

		K	1	2	3	4	5	6	7	8	9	10	11	12
328.	Chooses correct words from antonyms and synonyms			I				M						
329.	Identifies correct use of negatives in sentences							I		M				
330.	Chooses correct verb tense to use in sentences (e.g. verb shift)								I				M	
* 331.	Chooses correct prepositions and conjunctions								I	M			M	
Word and sentence building														
Oral skills														
332.	Uses contractions in simple sentences		I		M									
333.	Supplies missing words in sentences	I	M											
334.	Supplies missing phrases in sentences	I		M										
335.	Identifies "asking" sentences	I		M										
336.	Identifies "telling" sentences	I		M										
337.	Tells creative stories using pictures as stimuli	I		M										
338.	Arranges four pictures in sequential order for an activity (e.g. cooking, dressing)	I	M											
339.	Arranges four pictures in sequential order for a story	I	M											
340.	Speaks in simple complete sentences	I	M											
341.	Dictates original stories or experiences	I	M											

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Written skills													
342.	Identifies compound words		I		M									
343.	Identifies contractions		I		M									
344.	Writes simple sentences		I		M									
345.	Uses prefixes and suffixes to form a word		I					M						
	Writes complete sentences of the four classifications:													
C 346.	Declarative		I		M									
C 347.	Interrogative		I		M									
C 348.	Imperative			I		M								
349.	Exclamatory			I			M							
350.	Uses compound subjects and verbs in sentences				I				M					
351.	Uses compound sentences				I					M				
	Writes correct sentences of four types:													
352.	Simple		I					M						
353.	Compound						I		M					
354.	Complex									I			M	
355.	Compound-complex										I			

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 356.	Identifies complete and incomplete sentences		I		M		M			M			M	
							(difficulty increases)							
* 357.	Arranges simple sentences in sequential order		I		M		M			M			M	
							(difficulty increases)							
358.	Identifies simple subject and main verb				I	M								
* 359.	Proofreads sentences and paragraphs				I		M			M			M	
	Revises sentences by correcting sentence errors:													
* 360.	Fragments		I		M		M			M			M	
* 361.	Run-on patterns (e.g. and-so, fused, comma-splice)							I		M		M		
362.	Agreement (pronoun-antecedent, subject-verb)			I								M		
363.	Faulty parallelism											I		
364.	Misplaced modifiers											I		M
365.	Uses sentence combining to develop coordination, subordination, and variety in structure							I					M	

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Paragraph writing													
366.	Recognizes a paragraph as a group of sentences about one main idea			I		M								
367.	Indents the first word of a paragraph			I		M								
# 368.	Arranges sentences in sequential order in a paragraph			I						M			M	
	Knows the parts of an effective paragraph:													
369.	Topic sentence				I	M								
370.	Supporting or follow-up sentences					I			M					
371.	Transitional words							I						M
372.	Clincher or closing sentence							I						M
**	**Writes and revises paragraphs of various types and difficulty:**													
373.	Descriptive				I				M					
374.	Sequenced				I				M					
375.	Narrative			I				M						
376.	Comparison and contrast								I			M		
377.	Cause and effect								I				M	

B-1. - SKILLS FOR ENGLISH

No.	Skill	K	1	2	3	4	5	6	7	8	9	10	11	12
378.	Examples/reasons								I				M	
379.	Summary					I						M		
	Letter writing													
* 380.	Knows parts of a friendly letter			I			M							
381.	Writes and revises friendly letter			I				M						
382.	Writes and revises other types of social letters (e.g. invitations, thank-yous, regrets)			I					M (difficulty increases)					
* 383.	Addresses envelopes				I		M							
# 384.	Knows parts of a business letter							I	M	M			M	
# 385.	Writes and revises business letters							I		M			M	
	Business forms and resume writing													
	Completes the following forms:													
# 386.	Simple form requiring basic personal data				I		M			M			M	
# 387.	Driver's license application									X			M	
# 388.	Social Security card application									X			M	
**389.	Employment application										I	M		
**390.	Employee's tax withholding form										I		M	

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
**391.	Application to a college or training school												X	
**392.	Credit application												X	
393.	Writes and revises resume											I		
394.	Story writing			I	(difficulty increases)									
395.	Poetry writing				I	(difficulty increases)								
	Multi-paragraph Compositions													
	Reports													
396.	Writes a book report				I	(difficulty increases)								
397.	Constructs a topic outline					I	(difficulty increases)							
398.	Constructs a sentence outline								I	(difficulty increases)				
399.	Writes a brief, informal report					I			M					
400.	Takes notes from selected materials (e.g. encyclopedia, magazine, newspaper)							I		M				
401.	Writes and revises a report of a specified length from collected information							I						

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Writes and revises the following types of themes/essays:													
402.	Descriptive									I			M	
403.	Narrative										I			M
404.	Summary/precis											I		M
405.	Persuasive/argumentative												I	
406.	Critical analysis												I	
407.	Writes and revises miscellaneous forms of composition (e.g. personal narratives, character sketches)					I	(difficulty increases)							
	Reference and Research skills													
	Uses the following basic reference sources:													
408.	Encyclopedia				I		M	(difficulty increases)						
409.	Almanac								I	M				
410.	Card catalog				I							M		
411.	Readers' Guide to Periodic Literature										I			M
412.	Thesaurus					I					M			

B-1. - SKILLS FOR ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Writes and revises a research paper about a selected topic following a specified form and including the following:													
413.	Notecards												I	
414.	Thesis statement												I	
415.	Documentation (footnotes)												I	
416.	Bibliography (also for reports)								I				M	

B-2. - SKILLS FOR ACCELERATED ENGLISH

I = Introduce M = Master

The Accelerated Section of English Education includes all skills of the English continuum along with other appropriate items for the advanced student. Levels of introduction and/or mastery may have been changed to conform to the needs of the advanced student.

Core skills remain marked in section B-1 of this document and must be a part of English Education at all levels of instruction.

	K	1	2	3	4	5	6	7	8	9	10	11	12
LITERATURE													
Figures of Speech:													
1. Defines hyperbole										I	M		
2. Identifies hyperbole										I	M		
3. Constructs hyperbole										I	M		
4. Constructs personification										I	M		
5. Constructs allusion										I	M		
Verse forms													
6. Defines and recognizes blank verse										I			M
7. Defines and recognizes free verse											I		M

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Satire													
8.	Defines and identifies satire										I			M
9.	Defines and identifies irony										I			M
10.	Defines and identifies parody												I	M
	Symbolism													
11.	Identifies reoccurring symbols											I		M
	Non-fiction													
12.	Recognizes types of journalistic writing (editorials, opinion columns, feature articles, news articles)							I				M		
13.	Distinguishes between formal and informal essays										I		M	
	Fiction													
	Elements of fiction:													
14.	Summarizes plot							I				M		
15.	Identifies conflict									I			M	
16.	Identifies complication									I		M		
17.	Identifies climax									I			M	

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
18.	Identifies denouement										I	M		
19.	Classifies points of view									I		M		
20.	States theme										I	M		M
	Misc. short fiction													
21.	Identifies parable								I			M		
	Novel													
22.	Recognizes novel								I		M			
23.	Applies elements of fiction to novel										I	M		
	Drama													
24.	Applies elements of fiction to drama										I	M		
	Poetry													
25.	Identifies narrative								I			M		
26.	Identifies elements of poetry	I									M			
27.	Classifies ballads								I					M

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Defines and labels lyrics:													
28.	Defines and labels sonnets										I			M
PUNCTUATION														
	Periods													
	Places periods correctly after:													
29.	Ellipses											I	M	
	Commas													
	Places commas correctly:													
30.	To clarify								I			M		
31.	With conjunctive adverbs										I	M		
	Underlining													
	Underlines correctly:													
32.	Foreign words and phrases										I		M	
33.	Words used as words										I	M		

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
34.	Letters used as letters										I	M		
35.	Numbers used as numbers										I	M		
36.	With terminal punctuation										I		M	
	Colons													
	Uses colons correctly:													
37.	In references (volume: page)										I	M		
38.	Before extended quotation										I			M
	Semi-colons													
	Uses semi-colons correctly:													
39.	In items of a series with commas within items										I	M		
40.	In a compound sentence with commas within the clauses										I		M	

B-2. - SKILLS FOR ACCELERATED ENGLISH

	K	1	2	3	4	5	6	7	8	9	10	11	12
PARTS OF SPEECH													
Verbs													
Identifies the verb voice:													
41. Active										I		M	
42. Passive											I	M	
Identifies the verb tense:													
43. Progressive tenses										I			M
Pronouns													
44. Identifies indefinite, interrogative, demonstrative, relative, reflexive, and compound personal pronouns									I		M		
Conjunctions													
45. Identifies and uses conjunctive adverbs										I	M		
46. Chooses correct verb tense to use in sentences (e.g. verb shift)								I			M		

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
WRITTEN SKILLS														
47.	Writes complex sentences									I		M		
48.	Writes compound-complex sentences										I	M		
49.	Revises sentences by correcting faulty parallelism										I		M	
50.	Revises sentences by correcting misplaced modifiers										I		M	
51.	Uses sentence combining to develop coordination, subordination, and variety in structure							I				M		
52.	Uses transitional words							I				M		
53.	Uses clincher or closing sentence							I				M		
54.	Writes paragraphs of examples/reasons								I			M		
55.	Writes paragraphs of summary					I					M			
56.	Writes and revises resume										I			M
57.	Writes descriptive essays									I		M		
58.	Writes narrative essays										I		M	
59.	Writes summary/precis essays										I		M	
60.	Writes persuasive/argumentative essays											I		M

B-2. - SKILLS FOR ACCELERATED ENGLISH

		K	1	2	3	4	5	6	7	8	9	10	11	12
61.	Writes critical analysis essays											I		M
	REFERENCE AND RESEARCH SKILLS													
62.	Uses card catalog				I							M		
63.	Uses *Readers' Guide to Periodic Literature*										I			M
64.	Uses *The Oxford English Dictionary*										I			M
65.	Uses an unabridged dictionary										I/M			
	Writes and revises a research paper about a selected topic following a specified form and including the following:													
66.	Notecards										I			
67.	Thesis statement											I		
68.	Documentation (footnotes)										I			M
69.	Bibliography (also for reports)								I		M			

B-3. - SKILLS FOR WRITTEN COMMUNICATION

I = Introduce   M = Master   X = I/M
R = Reintroduce, Review, Re-teach
* = Basic Skills Assessment Program Item
** = Functional Literacy Exam Item
# = Both Basic Skill and Functional Literacy Skill
C = Core Skill

This curriculum is proposed as a supplementary alternative for students experiencing difficulty in mastering basic skills and functional literacy skills.

		K	1	2	3	4	5	6	7	8	9	10	11	12
SPELLING														
#	1. Recognizes misspelled words from a given list of words (from Reading Continuum Word List for Reading Instruction, pp. R-15 - R-25 and Vocabulary List for Reading Functional Literacy Skills; Functional Basic Vocabulary Words, pp. R-26 - R-27)								R	M (difficulty increases)			M	
	2. Recognizes antonyms, homonyms, and synonyms								R					
#	3. Spells words from appropriate grade level list (see #1 above)								R	M (difficulty increases)			M	
*	4. Differentiates between plural and possessive forms of words								R	M			M	
	5. Uses common prefixes and suffixes as an aid to spelling								R	M				
*	6. Applies the rules for irregular structural changes (y to i, dropping final e, double final consonant)								R	M				
	7. Selects proper definitions								R	M				
	8. Utilizes multiple meaning of words								R	M				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
9. Recognizes diacritical markings								R	M				M
10. Recognizes accent marks								R	M				
11. Recognizes how parts of speech are indicated								R	M				
12. Develops skill in spelling in the content area								R	(difficulty increases)				
13. Spells correctly in formal written composition								R	(difficulty increases)				

COMPOSITION AND GRAMMAR

Capitalization

Correctly capitalizes letters in the following situations:

	K	1	2	3	4	5	6	7	8	9	10	11	12
* 14. First and last names (including names of pets)								R					
* 15. First word of a sentence								R					
* 16. The pronoun I								R					
* 17. The days of the week								R					
* 18. The months of the year								R					
* 19. Titles of people (including abbreviated titles before names)								R	(difficulty increases)				
* 20. Titles of books, stories, and poems								R	(difficulty increases)				
* 21. Holidays								R	(difficulty increases)				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
*	22.	Initials of proper nouns								R	(difficulty increases)				
*	23.	Names of towns, cities, counties, and states								R	(difficulty increases)				
*	24.	Names of streets (avenues and roads included)								R	(difficulty increases)				
*	25.	Names of countries								R	(difficulty increases)				
*	26.	Titles of television shows								R	(difficulty increases)				
*	27.	First word of direct quotations								R	(difficulty increases)				
*	28.	Titles of magazines and newspapers								M	(difficulty increases)				
*	29.	Brand names (trade names) of product								R	(difficulty increases)				
*	30.	Team names								R	(difficulty increases)				
C	31.	First word in the main topic and subtopic of an outline									M	(difficulty increases)			
*	32.	Heading, salutation, and closing of a letter									M	(difficulty increases)			
*	33.	Proper adjectives									M	(difficulty increases)			
*	34.	Names of companies and stores								R	(difficulty increases)				
*	35.	Nationalities								R	(difficulty increases)				
*	36.	Particular abbreviations (see List of Abbreviations & Symbols for Basic Skills and Functional Literacy Skills, pp. R-11 - R-14)									M	(difficulty increases)			
*	37.	Song titles								R	(difficulty increases)				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
* 38. Titles of reports and announcements									M	(difficulty increases)			
* 39. Names of schools and institutions								R	(difficulty increases)				
* 40. Names of organizations								R	(difficulty increases)				
* 41. Names of departments of government									M	(difficulty increases)			
* 42. Names of ships, aircraft, and trains									M	(difficulty increases)			
* 43. Names of religions									M	(difficulty increases)			
* 44. Titles of legislative bills and acts									M	(difficulty increases)			
* 45. Titles of works of art									M	(difficulty increases)			
* 46. Names of school subjects									M	(difficulty increases)			
* 47. Names of the Deity								I				M	
Punctuation													
End Punctuation													
* 48. Uses periods after declarative sentences								R	(difficulty increases)				
* 49. Uses question marks after interrogative sentences								R	(difficulty increases)				
* 50. Uses periods after imperative sentences								R	(difficulty increases)				
* 51. Uses exclamation marks after exclamatory sentences									M				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	52.	Uses exclamation marks after interjections									M				
		Periods													
		Places periods correctly after:													
*	53.	Initials								R	(difficulty increases)				
*	54.	Abbreviations (see #170, English Continuum)								R	(difficulty increases)				
*	55.	Titles before names								R	(difficulty increases)				
		Commas													
		Places commas correctly:													
*	56.	In dates								R	(difficulty increases)				
*	57.	In addresses (geographical names)								R	(difficulty increases)				
*	58.	In items in a series								R	(difficulty increases)				
*	59.	With nouns of address								R	M				
*	60.	Setting off parenthetical expressions such as oh, well, why, yes, no, now								R				M	
*	61.	After greeting of friendly letter								R	(difficulty increases)				
	62.	After closing of friendly letter								R					
*	63.	Before compound-sentence coordinating conjunction								R	M				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
64. To set off direct quotations									R	(difficulty increases)			
* 65. After introductory adverb clause									R	(difficulty increases)			
Underlining													
Underlines correctly:													
* 66. Book titles								R	M			M	
* 67. Magazines, long plays, movies, newspapers, record albums								R	M			M	
Apostrophe													
Uses apostrophes correctly:													
* 68. In contractions								R					
* 69. In possessive nouns								R					
Quotation marks													
Uses quotation marks correctly:													
* 70. Around titles of stories and magazine articles								R	M			M	
* 71. With poems, songs, and chapters								R	M			M	
* 72. With direct quotations (Difficulty increases)								R	M			M	

B-3. - SKILLS FOR WRITTEN COMMUNICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
Colons													
Uses colons correctly:													
* 73. Between hour and minute in time references								R					
* 74. With business letter salutation								R					
* 75. To introduce a list										I		M	
76. With Biblical references									I				
Hyphens													
Uses hyphens correctly:													
* 77. In numbers from twenty-one through ninety-nine										I		M	
Semi-colons													
Uses semi-colons correctly:													
* 78. Between independent clauses											I	M	
Parts of Speech													
Nouns													
* 79. Identifies naming words, singular and plural								R					
80. Forms plurals of regular nouns									I		M		

B-3. - SKILLS FOR WRITTEN COMMUNICATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
*	81.	Forms possessive of nouns									I		M		
	82.	Forms irregular plural nouns									I		M		
*	83.	Identifies singular possessive and plural possessive nouns								R					
		Verbs													
*	84.	Chooses correct forms of regular verbs								R					
*	85.	Chooses correct forms of irregular verbs								R					
		Pronouns													
*	86.	Identifies pronouns									I		M		
		Adjectives													
*	87.	Supplies correct adjectives								R					
*	88.	Uses troublesome adjectives such as well, good, and bad correctly								R					
*	89.	Identifies, forms, and uses the three degrees of comparison: positive, comparative, superlative								R					

B-3. - SKILLS FOR WRITTEN COMMUNICATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
Adverbs													
* 90. Supplies correct adverbs in making comparison								R					
* 91. Chooses between forms of adjectives and adverbs (e.g. real, really)								R					
Prepositions													
92. Identifies prepositions in sentences									I	M			
93. Identifies prepositional phrases									I	M			
Conjunctions													
94. Combines by using connecting words (e.g. and, but, or)								R		M			
* 95. Uses simple subordinate conjunctions								R					
Usage													
* 96. Chooses subjects and verbs which agree								R					
* 97. Selects correct singular or plural nouns for sentences								R					
* 98. Selects the correct pronouns to use in given sentences								R					

B-3. - SKILLS FOR WRITTEN COMMUNICATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 99.	Selects the correct adjective for use in given sentences								R					
100.	Uses the following pronouns as the subject of a sentence: I, she, he, we, and they								I					M
101.	Uses the following pronouns after the verb as objects in the predicate: me, her, him, us, and them								I					M
102.	Uses correct possessive pronouns in sentences								I					M
* 103.	Uses pronouns and antecedents that agree in number								R					
* 104.	Uses singular and plural pronouns in sentences (pronoun agreement)								R					
105.	Chooses correct words from antonyms and synonyms									I				M
* 106.	Chooses correct prepositions and conjunctions								I	M			M	
Word and sentence building														
107.	Uses compound subjects and verbs in sentences										M			
108.	Uses compound sentences										M			
109.	Writes correct simple sentences								I					
110.	Writes correct compound sentences								I	M				

B-3. - SKILLS FOR WRITTEN COMMUNICATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
* 111.	Identifies complete and incomplete sentences								R					
* 112.	Arranges simple sentences in sequential order								R					
* 113.	Proofreads sentences and paragraphs								R					
	Revises sentences by correcting sentence errors:													
* 114.	Fragments								R					
* 115.	Run-on patterns (e.g. and-so, fused, comma-splice)								R					
116.	Uses sentence combining to develop coordination, subordination, and variety in structure								I					M
	Paragraph writing													
# 117.	Arranges sentences in sequential order in a paragraph								R					
	Writes and revises paragraphs of various types and difficulty:													
** 118.	Descriptive								R					
** 119.	Sequenced								R					
** 120.	Narrative								R					
** 121.	Comparison and contrast								I			M		

B-3. - SKILLS FOR WRITTEN COMMUNICATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
** 122.	Cause and effect								I				M	
** 123.	Examples/reasons								I				M	
** 124.	Summary								R					
	Letter writing													
125.	Writes and revises other types of social letters (e.g. invitations, thank-yous, regrets)									M	(difficulty increases)			
# 126.	Knows parts of a business letter								R					
# 127.	Writes and revises business letters								R					
	Business forms and resume writing													
	Complete the following forms:													
# 128.	Simple form requiring basic personal data								R					
# 129.	Driver's license application									X			M	
# 130.	Social Security card application									X			M	
** 131.	Employment application										I	M		
** 132.	Employee's tax withholding form										I		M	

B-3. - SKILLS FOR WRITTEN COMMUNICATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
** 133.	Application to a college or training school												X	
** 134.	Credit application												X	
135.	Writes and revises resume											I		
	Multi-paragraph Compositions													
	Reports													
136.	Writes a book report								R	(difficulty increases)				
137.	Writes a brief, informal report								I	(difficulty increases)				
138.	Writes and revises miscellaneous forms of composition (e.g. personal narratives, character sketches)								I	(difficulty increases)				

COURSE DESCRIPTIONS - ENGLISH/LANGUAGE ARTS

Language Arts K - 3

Language arts instruction in lower elementary grades encompasses both oral and written language skills that stress listening, speaking, reading, and writing activities. Students begin at kindergarten with manuscript writing and move by third grade into cursive writing. Students learn to spell with phonics as well as sight vocabulary.

Language Arts 4 - 6

The upper elementary language arts program is an expansion of the grammar/composition, spelling, and handwriting skills begun at the lower elementary level. Language arts should be integrated into the reading lessons to ensure reinforcement and mastery.

English 7 - 8

The junior high English curriculum utilizes and further develops grammar and usage skills studied in elementary grades. Students apply these skills as they write more complex sentences, paragraphs, and short compositions.

English courses are comprised of the typical curriculum as outlined in the State Curriculum Structure.

Written Communication is intended to serve those students who have failed to master the basic skills and/or functional literacy skills. The course is intended to supplement the regular English courses by offering students who enroll additional help with mastering the required skills.

English 9 - 12

The English curriculum at the high school level is a continuation of language/communications skills. Literature study centers upon literary genre and the social/religious impact upon these forms. Writing skills include longer sequenced papers on more difficult levels including multiple-paragraph compositions and research papers.

The following list of English courses will not necessarily be offered in every secondary school in Mississippi. In those schools which offer multiple English classes, the student will choose the courses in grades 9 through 12 that meet individual needs.

English courses comprise the normal expectations for English Education as outlined in the State Curriculum Structure. The majority of students in Mississippi will receive instruction through this course sequence, and districts are required to offer the English course sequence.

Accelerated English courses are designed for those students who can master the general curriculum and engage in more indepth study of additional skills. These courses contain the same core skills that are identified in the English continuum; some skills are introduced earlier and mastery is attained earlier. Accelerated literature units of poetry and the classics in all grades and more writing such as a research paper, word histories, character analyses, and literature analyses in all grades, would be assigned.

Written Communication courses are provided as part of an alternative curriculum that may be made available to students who have difficulty mastering the core skills. Enrollment in Written Communication courses should be allowed on the basis of students' performance on the BSAP, Functional Literacy Test, and district instructional management tests. These courses are designed to be taken in addition to the regular English courses, in order to extend the amount of time made available to students who require extra help to master the basic skills and functional literacy skills. It is anticipated that students will remain in Written Communication courses for the amount of time required to master the needed skills.

ENGLISH/LANGUAGE ARTS COURSES

FOR

MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit
7	English 7	0
	Written Communication 7	0
8	English 8	0
	Written Communication 8	0
9	Accelerated English I	1
	English I	1
10	Accelerated English II	1
	English II	1
11	Accelerated English III	1
	English III	1
12	Accelerated English IV	1
	English IV	1
9-12	*Research Skills	½
	*Creative Writing	½
	*Short Stories	½
	*American Novel	½
	*Mississippi Writers	½
	*Greek/Roman Mythology	½
	Advanced Placement English Language	1
	Advanced Placement English Literature	1
	Written Communication	½ or 1

*These are examples of 1 semester electives taught in the State of Mississippi. These courses are supplementary and may not be used toward English requirements for graduation.

Mathematics

PHILOSOPHY AND AIMS OF TEACHING MATHEMATICS

IN MISSISSIPPI

Current concerns and issues in education in Mississippi are reflected in the demands to establish and develop uniform mathematical content and course offerings throughout the State of Mississippi.

In response to these needs and demands, a sincere attempt has been made to set forth a flexible program of mathematics studies that will meet the diverse needs of all students in our state. An effort has been made to make the development of both the program and course goals comprehensive, realistic, and applicable in today's schools.

Although there are individual differences in schools, teachers, and students, this mathematics program is based on a set of common goals. With the increase in the number of students following an academic program, it has become necessary to offer more mathematics at all levels. This program will provide students with the opportunity to continue mathematics education at a pace designed to meet individual needs.

GOALS FOR TEACHING MATHEMATICS

IN MISSISSIPPI

Develop a body of basic concepts, knowledge, skills, and relationships necessary to allow for wise choices in career decisions, whether the choice be college, technical or vocational training or the immediate job market.

Promote with successful experiences, positive values and confident attitudes toward the learning of mathematics, both as an enjoyable and meaningful activity and as an important and useful tool in the mechanical processes needed in a technological society.

Encourage communications skills in the language and notation of mathematics in an effort to foster an ability to reason logically and think creatively in problem-solving situations found in everyday life.

LIST OF ABBREVIATIONS FOR MATHEMATICS

GM1 = General Math I

GM2 = General Math II

CM = Consumer Math

FM = Fundamental Math

AL1 = Algebra I

UG = Unified Geometry

AL2 = Albegra II

AM = Advanced Math

TRI = Trigonometry

AG = Analytic Geometry

AL3 = Algebra III

PRC = Pre-Calculus

CAL = Calculus

C. - SKILLS FOR MATH EDUCATION

I = Introduce   M = Master   X = I/M
* = Basic Skills Assessment Program Item
** = Functional Literacy Test Item
# = Both BSAP Item and Functional Literacy Test Item
C = Core Item

NUMERATION AND NUMBER THEORY

			K	1	2	3	4	5	6	7	8	9	10	11	12
	1.	Identify basic operation signs	I			M									
C *	2.	Identify numerals 1 to 9	X												
C *	3.	Identify numerals 0 to 99	I	M											
C *	4.	Identify numerals 100 to 999			X										
C *	5.	Identify numerals 1,000 to 9,999				X									
C	6.	Identify the meaning of numbers 1 to 9	X												
C	7.	Identify the meaning of numbers 0 to 20		X											
C	8.	Write numerals 0 to 20		X											
C	9.	Write numerals 21 to 100			X										
C	10.	Read three- and four-digit numerals				X									
	11.	Read numerals up through five-digit numerals	I				M								
C *	12.	Read and write numerals through 1,000,000	I					M							
	13.	Identify cardinal number to indicate how many objects are in a given set (1 to 9)	X												

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	14.	Identify ordinal number to indicate which one is first, second, third	X												
C	15.	Identify cardinal numbers to indicate how many objects are in a given set (0 to 20)		X											
	16.	Identify the equivalent or non-equivalent set when two or more sets are given		X											
C	17.	Identify ordinal number to indicate the position of an object in a row (first through fifth)		X											
C	18.	Identify the number of tens and ones for given two-digit number		X											
C	19.	Identify ordinal number to indicate position of an object in a row (sixth through tenth)			X										
C	20.	Identify the numbers coming before, between or after given numbers 0 - 99			X										
C *	21.	Identify number words eleven through twenty			X										
C *	22.	Identify number words to 9,999		I		M									
C	23.	Identify the numbers coming before, between or after given numbers 100 - 999			I	M									
C	24.	Identify odd and even numbers through 100		I		M									
	25.	Identify place value of a given digit in a three-digit numeral		I	M										

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C *	26.	Identify place value of a given digit in a four-digit numeral		I		M									
	27.	Identify place value for a given digit in a numeral up to 1,000,000		I				M							
	28.	Classify objects by one property (size, shape, color, use)	X												
	29.	Classify objects by two properties (color, size, shape, use)	I	M											
C	30.	Match sets of equal value by using one-to-one correspondence	X												
	31.	Count 0 to 50 objects using correct number names	I	M											
	32.	Skip count by fives and tens to 100		X											
	33.	Skip count by two's to 50			X										
C	34.	Reproduce a given pattern either visually, auditorally, or physically	X												
C	35.	Extend visual, auditory, and/or physical pattern	I	M											
	36.	Order three objects (smallest to largest, shortest to tallest)	X												
	37.	Order 9 objects (smallest to largest, shortest to tallest)	I		M										
	38.	Compare two objects by one property (taller and shorter, bigger and smaller, heavier and lighter)	X												

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	39.	Compare two numbers through 100 using $>$, $\angle$, and =			X										
C *	40.	Compare two numbers through 999 using $>$, $\angle$, and =			I	M									
	41.	Compare two four-digit numbers using $>$, $\angle$, and =				I	M								
C *	42.	Round numbers to the nearest ten, hundred, or thousand					I	M							
	43.	Use rules of divisibility for 2, 3, 5, and 10								X					
	44.	Write prime factorization for any given positive whole number						I		M					
	45.	Write a standard numeral when given a number in exponential notation								I	M				
	46.	Write a prime factorization in exponential notation								I	M				
	47.	Find the greatest common factor when given two numbers						I		M					
	48.	Find the greatest common factor when given two or more numbers					I				M				
	49.	Find the least common multiple when given two numbers						I			M				
	50.	Find the least common multiple when given two or more numbers						I			M				
	51.	Multiply and divide by powers of 10								I	M				
	52.	Write scientific notation when given a number in standard form									X				

			K	1	2	3	4	5	6	7	8	9	10	11	12
	53.	Write standard numeral when given a number in scientific notation									X				
WHOLE NUMBERS															
		Addition													
	54.	Combine two sets and indicate the number of elements in the combined set (not to exceed 10)		X											
C *	55.	Add one- and two-digit numbers without regrouping		X											
C	56.	Indicate instant recall for the basic addition facts with sums no larger than 10		X											
C *	57.	Add two two-digit numbers with and without regrouping		I	M										
C *	58.	Add two or three three-digit numbers with and without regrouping			I	M									
C *	59.	Add two four-digit numbers with and without regrouping				I	M								
C *	60.	Add up to four five-digit numbers, regrouping as necessary					I	M							
	61.	Instant recall for basic addition facts with numerals 11 - 19		I	M										

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Subtraction													
	62.	Separate 1 to 10 elements from a given set no larger than 10 and indicate the number of remaining elements	I	M											
C *	63.	Subtract one-digit numbers	I	M											
C	64.	Indicate instant recall for the basic subtraction facts with minuends no larger than 10	I	M											
C *	65.	Subtract two-digit numbers with and without regrouping		I		M									
C	66.	Indicate instant recall of basic subtraction facts with numbers 11 - 19			X										
C *	67.	Subtract three-digit numbers with and without regrouping			I	M									
	68.	Subtract four-digit numbers with and without regrouping				I	M								
C *	69.	Subtract through five-digit numbers, regrouping as necessary					I	M							

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Multiplication													
*	70.	Multiply two numbers using basic facts through 5 x 9			I	M									
C	71.	Indicate instant recall of basic facts through 9 x 9				I	M								
C *	72.	Multiply two-digit numbers, regrouping as necessary				I	M								
C *	73.	Multiply through three-digit numbers by two-digit, regrouping as necessary					I	M							
C	74.	Multiply two- and three-digit numbers by 10 and 100					I	M							
		Division													
C *	75.	Divide two numbers using basic facts through 45 ÷ 9				X									
C	76.	Instant recall of facts through 81 ÷ 9				I	M								
C *	77.	Divide a two-digit number by a one-digit number with and without remainders				I	M								
C *	78.	Divide by a two-digit multiple of 10 with or without remainders					I	M							
C *	79.	Divide a three-digit number by a one-digit number with and without remainders					I	M							
	80.	Divide by 10 and 100 resulting in whole number quotients					I	M							
C *	81.	Divide a three-digit number by a two- or three-digit number with or without remainders						I	M						

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Whole numbers (misc.)													
C *	82.	Add, subtract, multiply and divide any given number of digits							I	M					
	83.	Simplify expressions involving two or three operations							I		M				
C *	84.	Simplify expressions involving more than one operation including symbols of grouping							I		M				
C *	85.	Estimate sum and difference of whole number computational problems							I	M					
FRACTIONS AND MIXED NUMBERS															
C *	86.	Identify a shape that is divided into half from a group of divided shapes	X												
C *	87.	Identify a shape that is divided into fourths from a given group of divided shapes		X											
C *	88.	Identify a shape that is divided into thirds from a given group of divided shapes		I	M										
C *	89.	Identify a shape that is divided into fifths from a given group of divided shapes			I	M									
C	90.	Add two proper fractions with like denominators without renaming the sum				I	M								
C	91.	Subtract two proper fractions with like denominators without renaming				I	M								

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 92.	Identify equivalent fractions					I	M							
C * 93.	Change improper fractions to mixed numerals					I	M							
C * 94.	Simplify proper fractions						I	M						
C * 95.	Add two proper fractions with like denominators, renaming the sum					I		M						
C * 96.	Subtract two proper fractions with like denominators, renaming the difference					I		M						
C * 97.	Add mixed numbers with like and unlike denominators						I		M					
C * 98.	Multiply a whole number and a proper fraction						I	M						
C * 99.	Add and subtract proper fractions with unlike denominators						I		M					
C * 100.	Write in lowest terms when given any fraction or mixed number						I		M					
101.	Use >, <, or = correctly with proper fractions							I	M					
C * 102.	Add, subtract, multiply, and divide any given fractions and/or mixed numbers					I				M				
C * 103.	Find sum, difference, product or quotient in lowest terms						I			M				

C. - SKILLS FOR MATH EDUCATION

DECIMALS

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	104.	Add decimals through tenths without regrouping					X								
C *	105.	Add decimals through hundredths with and without regrouping					I	M							
C *	106.	Subtract decimals through hundredths with and without regrouping						X							
	107.	Multiply whole numbers by tenths							X						
	108.	Divide a decimal number through tenths by a whole number							X						
C *	109.	Add, subtract, multiply, and divide decimals with up to three digits							I	M					
C *	110.	Add, subtract, multiply, and divide any given number with any number of digits								I	M				
C	111.	Read decimals through tenths					X								
C	112.	Read decimals through hundredths					I	M							
	113.	Identify place value -- tenths to thousandths					I			M					
	114.	Identify place value -- tenths to millionths					I				M				
	115.	Use >, ∠, or = correctly with decimals								X					
C	116.	Round to the nearest hundredth								X					
C *	117.	Round to the nearest ten-thousandth								I	M				

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
118.	Arrange decimals in ascending or descending order						I			M				
119.	Change fractions to decimals								I	M				
RATIOS AND PERCENTS														
120.	Write a ratio as a fraction or percent							I		M				
121.	Find the missing number in a proportion							I	M					
122.	Define percent							I	M					
123.	Recognize the percent symbol							I	M					
C * 124.	Convert percent to fraction or decimal, fraction to percent or decimal, and decimal to percent or fraction							I		M				
125.	Solve a percent problem, finding the percentage							I	M					
126.	Solve a percent problem, finding the base							I		M				
127.	Solve a percent problem, finding the rate							I		M				
C * 128.	Solve simple percent problems								I	M				
C * 129.	Find interest when given the formula I = prt								I	M				
C * 130.	Find commission when given rate of commission and sales								I	M				
C * 131.	Find discount and discounted price when given marked price and rate of discount								I	M				

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C *	132.	Find sales tax and total of purchase when given sales tax rate and price								I	M				
	133.	Find the amount and rate of increase or decrease								I	M				

MONEY, TIME, AND MEASUREMENT

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	134.	Identify a penny, nickel, and dime from a set of coins or pictured sets of coins	I	M											
	135.	Name the days of the week	X												
	136.	Identify the value of a group of pennies, a group of nickels, or a group of dimes	I		M										
	137.	Identify a quarter from a set of coins or pictured set of coins		X											
C *	138.	Indicate the correct time using pictures of clocks showing specified times to the hour		X											
C *	139.	Identify the relationship between days and a week		X											
C	140.	Identify the value of a set of pennies, nickels, and dimes not to exceed the value of $.50		I	M										
C *	141.	Identify the correct time using pictures of clocks showing a specified time to the half hour		I	M										
C *	142.	Identify relationship between months and a year		I	M										
	143.	Identify the day of a week for a given date from a calendar		I	M										

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 144.	Measure using an inch or centimeter		I	M										
C * 145.	Identify the value of a set of coins through one dollar (pennies, nickels, dimes, quarters)			I	M									
C * 146.	Make change for one dollar			I	M									
C * 147.	Identify the correct time using pictures of clocks showing a specified time to the quarter hour			I	M									
C * 148.	Identify the number of days and weeks in a year			I	M									
C * 149.	Identify the appropriate unit in which to measure length (inches, feet, yards, centimeters and meters)			I	M									
C * 150.	Measure using one-half inch			I	M									
151.	Identify the value of a set of coins and bills through five dollars (pennies, nickels, dimes, quarters, half-dollars, and dollar bills)				I	M								
C 152.	Identify the correct time using pictures of clocks showing a specified time (5 minute intervals)				I	M								
C * 153.	Indicate the volume of a given container to the nearest cup, pint, quart, or gallon; or milliliter, liter				I	M								
C * 154.	Indicate the appropriate English or metric unit in which to measure the weight of a given object (gram or kilogram, ounce or pound)				I	M								
C * 155.	Measure using one-fourth inch				I	M								
C * 156.	Identify the correct time to the nearest specified minute					I	M							

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 157.	Identify relationships between English or metric units of volume (cups, pints, quarts, gallons; or milliliters, liters)					I	M							
C * 158.	Identify relationships between English or metric units of length (inches, feet, yards; or centimeters, meters)					I	M							
C * 159.	Identify relationships between English or metric units of weight (ounces, pounds; or grams, kilograms)					I	M							
C * 160.	Identify the weight indicated on a pictured scale to the nearest pound or kilogram					I	M							
C * 161.	Identify the temperature registered on a pictured Fahrenheit or Celsius thermometer					I	M							
C * 162.	Add money values			I			M							
C * 163.	Subtract money values			I			M							
C * 164.	Measure using centimeters and millimeters					I	M							
165.	Round money values to the nearest dollar						I	M						
C # 166.	Complete a check and its stub							I	M					
C # 167.	Measure temperature, length, capacity, or weight using metric or English units					I			M					
C * 168.	Add, subtract, multiply units of time							I	M					
C * 169.	Convert from one metric unit of length, weight, or capacity to another metric unit								I	M				

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 170.	Convert from one English unit of length, weight, or capacity to another English unit								I	M				
PROBLEM SOLVING														
171.	Solve simple verbal word problems with the use of manipulatives	X												
172.	Solve addition word problems with sums less than twenty		I		M									
173.	Complete a given number sentence for addition or subtraction word problems with sums less than twenty		I	M										
174.	Solve addition and subtraction word problems by choosing the correct operation			X										
C * 175.	Solve addition, subtraction, multiplication, and division word problems by whole numbers			I	M									
176.	Select the correct addition number sentence to solve a word problem		I		M									
177.	Select the correct addition and subtraction sentence to solve a word problem		I		M									
178.	Select the correct number sentence to solve a word problem involving one of the four operations			I			M							
179.	Select the correct number sentence to solve a word problem involving proper fractions					I	M							

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	180.	Select the correct number sentence to solve addition and subtraction word problems involving mixed numerals						I	M						
	181.	Select the correct number sentence to solve multiplication word problems involving whole numbers and fractions							I	M					
	182.	Select the correct number sentence to solve division word problems involving whole numbers							I	M					
	183.	Select the correct number sentence to solve an addition or subtraction word problem involving decimals					I	M							
	184.	Select the correct number sentence to solve multiplication and division word problems using decimals and whole numbers							I	M					
	185.	Select the correct number sentence to solve division word problems using decimals and whole numbers							I	M					
C	186.	Select the correct number sentence to solve a word problem involving money			I			M							
C	187.	Select the correct number sentence to solve a two-step word problem involving whole numbers						I	M						
C	188.	Solve one-step word problems involving anyone of the four operations		I						M					
C	189.	Solve two-step word problems involving whole numbers						I	M						
C *	190.	Solve word problems involving more than one operation with whole numbers								I	M				

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	191.	Solve addition and subtraction word problems involving fractions with like denominators					I	M							
	192.	Solve addition and subtraction word problems involving mixed numerals						I			M				
C	193.	Solve one-step word problems containing fractions and mixed numbers which involving any one of the four operations							I		M				
C *	194.	Solve word problems containing fractions and/or mixed numbers using one or more operations								I	M				
	195.	Solve addition word problems involving decimals					I		M						
	196.	Solve addition and subtraction word problems involving decimals						I			M				
	197.	Solve multiplication and division word problems using decimals and whole numbers							I		M				
C *	198.	Solve word problems containing decimals using one or more operations								I	M				
	199.	Solve addition and subtraction word problems involving money with and without regrouping			I			M							
C *	200.	Solve word problems involving money using any one of the four operations			I						M				
C *	201.	Solve word problems involving time using any one of the four operations			I					M					

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C * 202.	Solve word problems involving the same metric or the same English unit of length, using any of the four operations					I				M				
C * 203.	Solve word problems involving the same metric or the same English unit of weight, using any one of the four operations					I				M				
C * 204.	Solve word problems involving the same metric or the same English unit of capacity, using any one of the four operations					I				M				
C * 205.	Solve word problems involving metric or English units of temperature using the basic operations					I				M				
C # 206.	Solve a problem using estimation						I	M						
C * 207.	Solve word problems involving percentages (including simple interest, discount, or commission) using one or two operations								I	M				
C * 208.	Estimate answers to whole number computational problems						I			M				
C **209.	Calculate take home pay when given hourly, weekly, or monthly wage and the deductions						I					M		
C **210.	Calculate selling price when given last price, sales tax rate, and rate of discount on an item								I				M	
C **211.	Calculate total cost when given purchase price and sales tax rate								I				M	
C **212.	Calculate monthly payments over a specified period of time when given total cost								I				M	

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C **213.	Calculate the balance of a personal checking account when given deposits, withdrawals, and service charges								I				M	
C **214.	Compute the cost for food, shelter, clothing, savings, or other expenses based on a given fractional or percentage portion for each expense, when given a weekly or monthly income								I				M	
GEOMETRY														
215.	Identify a circle, square, and triangle from a given group of shapes	X												
216.	Identify the location of an object by using the terms: over, under, inside, outside	X												
C * 217.	Identify a circle, square, triangle, and rectangle from a given group of shapes		X											
218.	Identify the location of an object by using the terms: left, right, above, below, in, out	I	M											
219.	Identify the following polygons: quadrilateral, pentagon, hexagon, octagon, decagon					I			M					
220.	Identify the three-dimensional figures: sphere, cube, and cylinder			I	M									
221.	Identify the three-dimensional figures: cone, pyramid, and rectangular prism			I	M									
C * 222.	Find the perimeter of a polygon					I	M							

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
223.	Identify representations of points, lines, rays, planes, angles					I				M				
224.	Identify parallel and intersecting lines					I				M				
225.	Find the area of a square or rectangle using a given formula					I		M						
226.	Identify perpendicular lines						I			M				
227.	Identify a line of symmetry in a given shape						I	M						
228.	Label, in a given circle, the center, radius, or diameter						I	M						
229.	Identify right, acute, obtuse, or straight angles					I			M					
230.	Identify the vertex of an angle and label the angle								I	M				
231.	Measure angles using a protractor								I	M				
232.	Classify an angle as acute, obtuse, or right using measurement								I	M				
233.	Classify triangles by sides or angles								I	M				
234.	Identify these common quadrilaterals: squares, rectangles, rhombi, parallelograms, and trapezoids								I	M				
C * 235.	Find the area of triangles, circles, and the common quadrilaterals								I	M				
236.	Identify radius and diameter of circle								X					

C. - SKILLS FOR MATH EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	237.	Fine circumference of circle given the radius								X					
	238.	Find the volume of rectangular prisms and cylinders given the area of the base								I	M				

INTERGERS, GRAPHING, GRAPHS, TABLES, AND CHARTS

			K	1	2	3	4	5	6	7	8	9	10	11	12
	239.	Indicate the number of objects represented in a given picture graph	I	M											
C	240.	Use data on a given bar or picture graph to answer a given question		I		M									
C	241.	Use a given bar graph in problem solving situations		I			M								
C	242.	Use data on a given circle graph to answer a given question					I	M							
C	243.	Use given circle graphs in problem solving situations					I		M						
	244.	Interpret information on given tables and charts				I			M						
	245.	Use $>$, $\angle$, and = correctly with integers								I	M				
	246.	Write the absolute value when given a number								I	M				
	247.	Add, subtract, multiply, and divide any given integers								I	M				
	248.	Plot a point on the Cartesian coordinate plane when given the ordered pair								I	M				

C. - SKILLS FOR MATH EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
249.	Identify a point on the Cartesian coordinate plane by writing the ordered pair								I	M				
C * 250.	Interpret bar graphs, line graphs, pictographs, and circle graphs		I							M				

C. - SKILLS FOR MATH EDUCATION

FUNCTIONAL LITERACY SKILLS

Functional Literacy Skills should be mastered by every student before the 11th grade competency test. Therefore, placement of the introductory and mastery levels of these skills is included in sufficient grade levels and/or courses in order to reach all students.

		7	8	GM1	GM2	CM	FM	AL1
** 251.	Complete a check and its stub	I	I	I	M	M	M	M
** 252.	Calculate take home pay when given hourly, weekly, or monthly wage and the deductions	I	I	I	M	M	M	M
** 253.	Calculate total cost when given purchase price and sales tax rate	I	I	I	M	M	M	M
** 254.	Calculate selling price when given the list price, the rate of discount on an item, and the sales tax rate	I	I	I	M	M	M	M
** 255.	Calculate monthly payments over a specified period of time when given total cost	I	I	I	M	M	M	M
** 256.	Calculate the balance of a personal checking account when given deposits, withdrawals, and service charge	I	I	I	M	M	M	M
** 257.	Compute the cost of food, shelter, clothing, savings, or other expenses, based on a given fractional or percentage portion for each expense, when given a weekly or monthly income	I	I	I	M	M	M	M
** 258.	Use estimation in everyday situations involving time, money, and distance	I	I	I	M	M	M	M
** 259.	Measure time, temperature, distance, capacity, or weight	I	I	I	M	M	M	M

GENERAL MATHEMATICS

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	260.	Compare whole numbers	I	M											
C *	261.	Round to a specified place	I	M											
C *	262.	Add, subtract, multiply and divide whole numbers	I	M											
C *	263.	Estimate answers to computational problems	I	M											
C *	264.	Solve word problems using one or two operations with whole numbers	I	M											
C	265.	Compare fractions and mixed numbers	I	M											
C *	266.	Add, subtract, multiply, and divide fractions and mixed numbers	I	M											
C *	267.	Solve word problems using one or more operations with fractions and/or mixed numbers	I	M											
C	268.	Compare decimal numbers	I	M											
C	269.	Round to the nearest hundredth	X												
C	270.	Round to the nearest thousandth		X											
C *	271.	Add, subtract, multiply and divide decimals	I	M											
C *	272.	Solve word problems using one or more operations with decimals		X											
C *	273.	Convert percent to decimal form	I	M											

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	274.	Solve problems of the form _____ = R% of B	I	M											
C *	275.	Solve word problems using one or more operations with percent		X											
C *	276.	Add, subtract, and multiply units of time	X												
C *	277.	Read a Celsius and/or Fahrenheit thermometer	X												
	278.	Measure length to the nearest centimeter	X												
	279.	Measure length to the nearest one-fourth inch	X												
C *	280.	Find the perimeter when measurements are given	X												
	281.	Find the length of each side of a polygon and find the perimeter	X												
	282.	Find the area of a region by counting	X												
C	283.	Find the area of a rectangle when given the length and width	X												
C *	284.	Use the unit "pound" to measure weight	X												
C *	285.	Read a weight scale	X												
C *	286.	Find capacity by reading a graduated container	X												
C *	287.	Convert from one metric unit of length, weight, or capacity to another metric unit		X											

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C *	288.	Convert from one English unit of length, weight, or capacity to another English unit	X												
C *	289.	Solve word problems involving metric or English units of length, weight, or capacity using basic operations	I	M											
C *	290.	Find area of any given triangle or quadrilateral given the appropriate formula	X												
C *	291.	Interpret bar graphs	X												
C *	292.	Interpret line graphs	X												
C *	293.	Interpret pictographs	X												
C *	294.	Interpret circle graphs	X												
C	295.	Identify a variable		X											
C *	296.	Solve equations with one operation and one variable		X											
C	297.	Add, subtract, multiply, and divide whole numbers using a calculator	I	M											
C	298.	Add, subtract, multiply, and divide decimals using a calculator	I	M											

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

		GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
CONSUMER MATH														
C * 299.	Calculate take home pay when given hourly, weekly, or monthly wages and deductions			X										
C 300.	Complete simple income tax forms			X										
C * 301.	Write a check and complete a deposit slip			X										
C 302.	Maintain a check register			X										
C 303.	Reconcile a bank statement			X										
C 304.	Find unit price of an item			X										
C * 305.	Calculate selling price			X										
C * 306.	Compute sales tax			X										
C * 307.	Calculate total cost			X										
C * 308.	Compute discount price			X										
C * 309.	Compute simple interest			X										
C * 310.	Compute commission			X										
C 311.	Develop and use a monthly budget			X										
C 312.	Read and understand utility bills			X										
C 313.	Find area as related to home maintenance			X										

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	314.	Compute selling price, down payment, finance charge and monthly payment			X										
C	315.	Find the cost of fuel and miles per gallon			X										
C *	316.	Use estimation in everyday situations involving time, money, and distance			X										
C	317.	Use calculators in making calculations			X										

FUNDAMENTAL MATH

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	318.	Use $>$, $<$, or = correctly given rational numbers				X									
C *	319.	Add, subtract, multiply, and divide decimal numbers				X									
C *	320.	Add, subtract, multiply, and divide fractions and mixed numbers				X									
C	321.	Add, subtract, multiply, and divide integers				X									
C	322.	Graph rational numbers on a number line				X									
C	323.	Add, subtract, multiply, and divide rational numbers				X									
C *	324.	Identify equivalent fractions, decimals, and percents				X									
C *	325.	Solve percent problems				X									
C	326.	Write a standard numeral when given a number in exponential notation				X									

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	327.	Write prime factorization of whole numbers in exponential notation				X									
C	328.	Simplify numerical expressions using the order of operations for rational numbers				X									
C	329.	Identify variables, terms, coefficients, and constants				I	M								
C	330.	Use variables to express addition, subtraction, multiplication, division, and powers				I	M								
C	331.	Translate from a verbal expression to an algebraic expression using one or more operations				I	M								
	332.	Use axioms to simplify algebraic expressions				I	M								
C	333.	Evaluate by substituting from the set of rational numbers				I	M								
	334.	Identify a given equation as true, false, or open				I	M								
	335.	Identify equivalent equations				I	M								
C	336.	Identify linear equations				I	M								
C	337.	Solve linear equations with one or two operations having integral coefficients and/or constants				I	M								
	338.	Solve linear equations containing one or more operations including rational numbers as coefficients and constants				I	M								
C	339.	Solve linear equations involving the distributive axiom				I	M								

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	340.	Solve linear equations containing a variable in both members				I	M								
C	341.	Translate a verbal problem into equations or formulas and solve				I	M								
C	342.	Identify a monomial, binomial, trinomial, and polynomial				I	M								
C	343.	Add and subtract monomials				I	M								
C	344.	Add polynomials				I	M								
	345.	Find the opposite of a polynomial				I	M								
	346.	Subtract polynomials				I	M								
	347.	Use the properties of exponents to multiply monomials				I	M								
	348.	Find the reciprocal of monomials				I	M								
	349.	Use the properties of exponents to divide monomials				I	M								
	350.	Use the properties of exponents to multiply polynomials by monomials				I	M								
	351.	Identify a given inequality as true, false, or open				I	M								
	352.	Solve inequalities in one variable containing one or more operations applying the addition and multiplication properties				I	X								
	353.	Solve inequalities with variables in both numbers				I	X								

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	354.	Graph solution sets of inequalities on a number line				I	X								
C	355.	Plot a point on the Cartesian coordinate plane when given the ordered pair				I	X								
C	356.	Identify a point on the Cartesian plane by writing the ordered pair				I	X								
C	357.	Graph a linear equation by plotting points				I	X								
ALGEBRA I															
	358.	Classify numbers as natural, whole, integer, or rational					X								
C	359.	Identify the absolute value of any rational number					X								
C	360.	Graph any rational number on a number line					X								
C	361.	Identify opposites and reciprocals of given rational numbers					X								
C	362.	Add, subtract, multiply, and divide rational numbers					X								
C	363.	Simplify numerical expressions using order of operations for rational numbers					X								
C	364.	Identify variables, terms, coefficients, and constants					X								
C	365.	Use variables to express addition, subtraction, multiplication, division and powers					X								
C	366.	Translate a verbal expression into an algebraic expression					X								

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	367.	Use axioms to simplify expressions					X								
C	368.	Evaluate by substituting from the set of rational numbers					X								
C	369.	Identify linear equations					X								
	370.	Identify the properties of real numbers					X								
	371.	Identify the properties of equality					X								
C	372.	Use the properties of real numbers in solving linear equations with rational coefficients and constants					X								
C	373.	Use properties of real numbers and properties of equality in solving linear equations with variables in both members					X								
C	374.	Identify a monomial, binomial, trinomial and polynomial					X								
	375.	Determine the degree of a monomial and polynomial					X								
C	376.	Write a polynomial in descending order of a variable					X								
C	377.	Add and subtract polynomials					X								
C	378.	Use the properties of exponents to multiply monomials					X								
C	379.	Use the properties of exponents to raise monomials to powers					X								
C	380.	Multiply a polynomial by a monomial					X								

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	381.	Multiply a polynomial by a polynomial					X								
C	382.	Divide and factor monomials					X								
	383.	Find the greatest monomial factor of given monomials					X								
C	384.	Factor polynomials					X								
C	385.	Factor polynomials into the greatest monomial factor and another polynomial					X								
C	386.	Multiply binomials mentally					X								
C	387.	Factor a quadratic trinomial					X								
C	388.	Simplify special products					X								
	389.	Factor polynomials by grouping					X								
	390.	Solve quadratic equations using factoring					X								
	391.	Solve polynomial equations using factoring					X								
C	392.	Simplify algebraic fractions noting any restrictions on the values of the variables					X								
C	393.	Multiply and divide algebraic fractions					X								
	394.	Add and subtract algebraic fractions					X								
	395.	Write a mixed expression as a fraction in simplest terms					X								
	396.	Divide polynomials					X								

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	397.	Simplify complex fractions					X								
C	398.	Solve equations with fractional coefficients					X								
	399.	Solve fractional equations					X								
C	400.	Solve number problems					I		M						
C	401.	Solve integer problems					I		M						
C	402.	Solve age problems					I		M						
C	403.	Solve perimeter and area problems					I		M						
C	404.	Solve coin problems					I		M						
C	405.	Solve problems involving ratios and proportions					I		M						
C	406.	Solve percent problems					I		M						
	407.	Solve mixture problems					I		M						
	408.	Solve work problems					I		M						
	409.	Solve uniform-motion problems					I		M						
	410.	Solve inequalities in one variable containing one or more operations applying the addition and multiplication properties					X								
C	411.	Graph solution sets of inequalities on a number line					X								
	412.	Solve inequalities with variables in both members					X								

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	413.	Find the solution sets of combined inequalities					X								
	414.	Solve equations and inequalities involving absolute value					X								
C	415.	Plot a point on the Cartesian plane when given the ordered pair					X								
C	416.	Identify a point on the Cartesian plane by writing the ordered pair					X								
C	417.	Graph a linear equation by plotting points					X								
	418.	Graph a linear equation by using the slope-intercept form of the equation, $y = mx + b$					I		M						
	419.	Solve a system of linear equations by graphing					I		M						

UNIFIED GEOMETRY

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	420.	State, recognize and/or utilize undefined terms, basic definitions, and initial postulates						X							
C	421.	Define, utilize, and/or identify segments, rays, angles, distance, and midpoint						X							
C	422.	Apply and distinguish between deductive and inductive reasoning						X							
C	423.	Recognize and/or state hypothesis, conclusion, converse of a statement						X							

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	424.	Identify various types of angles and solve related problems.						X							
	425.	Demonstrate use of a protractor to measure an angle						X							
C	426.	Use and interpret the symbolism and information conveyed in a diagram						X							
C	427.	Add and subtract angle measures						X							
C	428.	Apply definitions and theorems concerning perpendicular lines and right angles						X							
C	429.	Apply the reflexive, symmetric, and transitive properties of congruence						X							
C	430.	Write simple proofs in two column form						X							
	431.	Write simple proofs in indirect form						X							
C	432.	Distinguish among intersecting, parallel, and skew lines						X							
C	433.	Identify and prove that lines are parallel						X							
C	434.	Use parallel lines, transversals, and the angles formed in proofs and related problems						X							
C	435.	Classify triangles and calculate measures of interior and exterior angles and the sum of the angle measures						X							
C	436.	Classify polygons by the number of sides						X							

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	437.	Identify concave, convex, and regular polygons and solve problems involving angles and sides						X							
C	438.	Identify corresponding parts of two triangles						X							
C	439.	Prove triangles congruent using SSS, ASA, SAS, AAS, HL, LL, HA, and LA						X							
	440.	Use auxiliary lines						X							
C	441.	Identify and use properties of quadrilaterals						X							
C	442.	Solve problems using the properties of parallelograms						X							
C	443.	State and recognize sufficient conditions for parallelograms						X							
C	444.	Apply theorems concerning trapezoids						X							
C	445.	Solve problems concerning the segment connecting midpoints of two sides of an triangle						X							
	446.	Apply inequality relations for one triangle and two triangles						X							
C	447.	Use the triangle inequality to solve problems						X							
C	448.	Apply the properties of ratios and proportions						X							
C	449.	Apply definition of similar polygons and related theorems						X							
C	450.	Use SAS, SSS, and AA to prove similar triangles						X							

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	451.	Apply and identify corollaries and theorems concerning segments which have been divided proportionally						X							
C	452.	Simplify radical expressions						X							
C	453.	Calculate the geometric mean between two numbers						X							
C	454.	Apply the corollaries related to the altitude drawn to the hypotenuse of a right triangle						X							
C	455.	State and apply the Pythagorean Theorem and its converse						X							
C	456.	Apply the 45°-45°-90° and the 30°-60°-90° triangle theorems						X							
C	457.	Define a circle and the lines and segments related to circles						X							
C	458.	Solve problems involving tangents, secants, radii, chords, semicircles, major arcs, and minor arcs						X							
C	459.	Solve problems involving a diameter that is perpendicular to a chord						X							
C	460.	Solve problems involving central angles, inscribed angles, and angles described by secants and tangents						X							
C	461.	Apply theorems concerning chords, secant segments and tangent segments						X							
C	462.	Compute area of triangles, parallelograms, and trapezoids						X							

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	463.	Compute the apothem, radius, and area of special regular polygons						X							
C	464.	Compute the circumference and areas of circles						X							
	465.	Compute arc length and the area of sectors and segments of a circle						X							
C	466.	Identify the correct unit of measure for volume						X							
C	467.	Identify for rectangular solids: face, edge, vertex, diagonal of a face, diagonal of a solid						X							
	468.	Compute the lateral area, total area and volume of a right prism, pyramid, circular cylinder and cone						X							
	469.	Perform basic constructions						X							
	470.	Find sine, cosine, and tangent ratios and use them to solve problems						X							

ALGEBRA II

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	471.	Perform rational operations on real numbers							X						
C	472.	Solve and graph linear equations involving one variable							X						
C	473.	Solve and graph linear inequalities							X						
C	474.	Solve and graph absolute value equations and inequalities							X						
C	475.	Find the slope of a line							X						

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	476.	Write the equation of a line given sufficient information							X						
C	477.	Solve and graph systems of linear equations and inequalities							X						
	478.	Define relation and function							X						
C	479.	Find specified values when given an equation of a function							X						
C	480.	Determine the domain and range of a given relation or function and sketch its graph							X						
	481.	Find and graph the inverse of a function							X						
C	482.	Solve problems involving linear functions and direct variations							X						
C	483.	Perform rational operations on polynomials							X						
C	484.	Factor polynomials							X						
C	485.	Solve quadratic equations by factoring							X						
C	486.	Simplify expressions using the laws of exponents							X						
	487.	Write numbers in scientific notation							X						
C	488.	Perform operations on rational expressions							X						
C	489.	Solve equations and inequalities involving rational expressions							X						
C	490.	Distinguish between rational and irrational numbers							X						

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	491.	Simplify expressions containing radicals							X						
C	492.	Perform rational operations on radical expressions							X						
	493.	Define complex numbers							I	M					
C	494.	State and use the quadratic formula							X						
C	495.	Solve and graph quadratic equations over the complex numbers							X						
C	496.	Solve equations containing radicals							X						
C	497.	Use the distance formula							X						
C	498.	Use the midpoint formula							X						
	499.	Recognize conic sections given their equations							I	M		M			
	500.	Solve systems of quadratic equations							I	M		M			
C	501.	Simplify expressions involving rational exponents							X						
	502.	Convert between exponential and logarithmic form							I	M					

(See page MA-2 for table of abbreviations.)

ADVANCED MATH

Trigonometry

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	503.	Convert between degrees and radians								X					
	504.	Find the arc length and area of a sector of a circle								X					
	505.	Sketch any angle in standard position given the angle								X					
C	506.	Sketch the basic sine and cosine curves								X					
	507.	Prove the truth of an identity by using basic identities, addition, double-angle, and/or half-angle formulas when given an identity								X					
C	508.	Solve trigonometric equations								X					
C	509.	Solve △ ABC when given sufficient information to do so (SAS, ASA, SSS, SSA) if possible								X					
C	510.	Find the six trigonometric functions of a given angle								X					
	511.	Graph the inverse of the sine and cosine curves								X					
C	512.	Evaluate when given an expression involving inverse trigonometric functions								X					
	513.	State the reference angle for a specified angle greater than 90°								X					
C	514.	Use the Law of Sines and the Law of Cosines to solve triangles and to solve practical problems								X					

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
		Conic Sections													
C	515.	Write the equation of a circle given its center and radius								X					
C	516.	Find the center and radius given an equation of the circle								X					
C	517.	Write the equation of an ellipse, a hyperbola, and a parabola given sufficient information to do so								X					
C	518.	Write each equation in standard form when given the equation of an ellipse, a hyperbola, or a parabola								X					
C	519.	Solve systems of linear and quadratic equations								X					
		Inequalities and their graphs													
C	520.	Solve and graph linear inequalities in one and two variables								X					
C	521.	Solve and graph quadratic inequalities in one and two variables								X					
C	522.	Solve and graph inequalities involving absolute value								X					
		Functions													
C	523.	Find specified values when given an equation of a function								X					
C	524.	Find the domain, range, and zeroes and sketch the graph when given a function								X					

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	525.	Write an equation for the composition of the two functions and identify the domain and range when given two functions								X					
C	526.	Given a function, find an equation of its inverse and sketch the graph of both								X					
C	527.	Use synthetic division to evaluate f(a) when given a polynomial function f(x)								X					
C	528.	Find all possible rational roots when given a polynomial function f(x)								X					
	529.	Use synthetic division to find all rational roots of an appropriate polynomial equation of degree greater than 2								X					
		Exponents and logarithms													
	530.	Convert between radical and exponential forms of expressions								X					
	531.	Convert between logarithmic and exponential forms of equations								X					
C	532.	Solve exponential and logarithmic equations								X					
		Complex numbers													
	533.	Represent complex numbers with an Argand diagram								X					
	534.	Determine the equivalence of two complex numbers								X					
C	535.	Convert between rectangular and polar forms of a complex number								X					

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
		Sequences and Series													
C	536.	Identify a sequence as arithmetic, geometric, or neither								X					
C	537.	Find a specified term in an arithmetic or a geometric sequence								X					
C	538.	Determine the sum of a finite arithmetic or geometric series								X					
		Probability													
C	539.	Solve problems using the fundamental counting principle								X					
C	540.	Solve simple problems involving permutations								X					
C	541.	Solve simple problems involving combinations								X					
C	542.	Find the mathematical probability of an event given the sample space								X					
		TRIGONOMETRY													
C	543.	Convert between degree and radian measure									X				
	544.	Find arc length and area of a sector of a circle									X				
C	545.	Convert between polar and rectangular coordinates									X				
C	546.	Graph trigonometric functions									X				
C	547.	Find values of trigonometric functions									X				

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	548.	Find the angle of inclination of a line									X				
C	549.	Simplify trigonometric expressions									X				
C	550.	Prove trigonometric identities									X				
C	551.	Solve trigonometric equations									X				
C	552.	Find unknown parts of a right triangle									X				
C	553.	Find the area of a triangle using A = 1/2ab (sin C)									X				
C	554.	Use Law of Sines to solve triangles									X				
C	555.	Use Law of Cosines to solve triangles									X				
	556.	Graph inverse trigonometric functions									X				
C	557.	Find the value of inverse trigonometric functions									X				
C	558.	Use addition, half-angle, and double-angle formulas to simplify expressions									X				
C	559.	Use addition, half-angle, and double-angle formulas to prove identities									X				
C	560.	Use addition, half-angle, and double-angle formulas to solve equations									X				

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

ANALYTIC GEOMETRY

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	561.	Find the length and midpoint of a line segment										X			
C	562.	Solve systems of linear equations										X			
C	563.	Find the slope of a line										X			
C	564.	Find the equation of a line										X			
C	565.	Solve quadratic equations										X			
C	566.	Write the equation of a parabola given sufficient information										X			
C	567.	Draw the graph of a parabola given the equation										X			
C	568.	Write the equation of a circle given sufficient information										X			
C	569.	Draw the graph of a circle given the equation										X			
C	570.	Write the equation of an ellipse given sufficient information										X			
C	571.	Draw the graph of an ellipse given the equation										X			
C	572.	Write the equation of a hyperbola given sufficient information										X			
C	573.	Draw the graph of a hyperbola given the equation										X			
C	574.	Solve systems of equations involving linear and quadratic equations										X			
C	575.	Solve systems of linear equations using matrices and/or determinants										X			

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	576.	Solve and graph linear and quadratic inequalities in one variable										X			
C	577.	Solve and graph linear and quadratic inequalities in two variables										X			
ALGEBRA III															
C	578.	Solve problems involving permutations											X		
C	579.	Solve problems involving combinations											X		
C	580.	Solve problems involving probability											X		
C	581.	Use combinations in binomial expansion											X		
	582.	Solve polynomial equations by factoring when appropriate											X		
C	583.	Use Descartes Rule of Signs and the Location Principle to sketch a polynomial equation											X		
C	584.	Apply the Remainder and Factor Theorem											X		
C	585.	Find rational roots of a polynomial equation using synthetic division											X		
	586.	Find sum and product of roots of a quadratic equation											X		
C	587.	Add, subtract, multiply, and divide complex numbers											X		
C	588.	Solve quadratic equations having complex roots											X		

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	589.	Convert complex numbers between rectangular and polar form											X		
	590.	Represent complex numbers with an Argand diagram											X		
	591.	Use DeMoivre's Theorem to find roots and powers of complex numbers											X		
C	592.	Convert between radical and exponential form											X		
C	593.	Convert between exponential and logarithmic form											X		
C	594.	Solve exponential and logarithmic equations											X		
PRE-CALCULUS															
C	595.	Evaluate functions for particular values of the variable from the domain												X	
C	596.	State the domain and range of a function												X	
C	597.	Find the zeroes of a function												X	
C	598.	Find the domain of and equation for the composition of two functions												X	
C	599.	Find the equation for and sketch the inverse of a function												X	
C	600.	Determine the symmetry of the graph of an equation with respect to the x-axis, y-axis, line y=x, and the origin												X	
	601.	Represent vectors graphically												X	

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	602.	Perform addition, subtraction, and scalar multiplication of vector geometrically												X	
	603.	Convert between polar and component form												X	
	604.	Perform addition, subtraction, and scalar multiplication of vectors in component form												X	
	605.	Determine the dot product of two vectors												X	
	606.	Determine if vectors are parallel or perpendicular												X	
	607.	Identify a sequence as arithmetic, geometric, or neither												X	
	608.	Find a specified term in an arithmetic or a geometric sequence												X	
	609.	Determine the sum of a finite arithmetic or geometric series												X	
	610.	Find the sum of an infinite geometric series or show that it does not exist												X	
C	611.	Determine the limit of a function at different value in the domain of the function												X	
C	612.	Use the limit theorems to evaluate limits												X	
C	613.	Determine whether a function is continuous at a point or on an interval												X	
C	614.	Use the Definition of Derivative to find the derivative of a function												X	
C	615.	Evaluate the derivative at a point												X	

(See page MA-2 for table of abbreviations.)

C. - SKILLS FOR MATH EDUCATION

CALCULUS

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
C	616.	Determine the limit of a function at a point													X
	617.	Use limit properties to evaluate the limit of a function at a point													X
C	618.	Determine whether a function is continuous at a point or on an interval													X
	619.	Use the definition of derivative to find the derivative of a function													X
C	620.	Find the derivative of polynomial functions by the rules of differentiation													X
C	621.	Find the derivative of a polynomial function by implicit differentiation													X
	622.	Find the derivative of composite functions													X
C	623.	Find differentials of functions													X
C	624.	Solve related rate problems													X
C	625.	Use the first derivative and second derivative in curve sketching													X
C	626.	Solve maxima and minima problems													X
	627.	Apply Rolle's Theorem													X

C. - SKILLS FOR MATH EDUCATION

			GM1	GM2	CM	FM	AL1	UG	AL2	AM	TRI	AG	AL3	PRC	CAL
	628.	Apply the Mean Value Theorem													X
C	629.	Use antidifferentiation to find the indefinite integral													X
C	630.	Use the indefinite integral to solve differential equations													X
	631.	Find the area under a curve using rectangles													X
	632.	Compute areas as limits													X
C	633.	Find areas by using calculus													X
	634.	Approximate definite integrals by either Simpson's or Trapezoidal Rules													X
C	635.	Use Fundamental Theorem of Calculus to evaluate the definite integral													X
C	636.	Find the area between two curves													X
	637.	Find the volume of a solid of revolution by shell and disc method													X
	638.	Find the average value of a function													X
C	639.	Find the derivative of trigonometric functions													X
C	640.	Find the antiderivative of trigonometric functions													X
	641.	Make conversions between the exponential function and the natural logarithmic function													X
	642.	Sketch the exponential curve and natural logarithmic curve													X

(See page MA-2 for table of abbreviations.)

COURSE DESCRIPTIONS - MATHEMATICS

Broad headings have been utilized for kindergarten to eighth grade levels, even though not all skill areas are represented in some grade levels.

These categories are in no way intended to limit the individual school or teacher who needs to regroup the skills to facilitate the teaching of different grade levels or textbook arrangement.

Below are the headings used. Their order does not indicate importance. This was merely a grouping technique used to minimize the sorting of objectives by grade level.

Numeration and Number Theory: K, 1, 2, 3, 4, 5, 6, 7, 8
Money, Time, and Management: K, 1, 2, 3, 4, 5, 6, 7, 8
Fractions and Mixed Numbers: K, 1, 2, 3, 4, 5, 6, 7, 8
Geometry: K, 1, 2, 3, 4, 5, 6, 7, 8
Problem Solving: K, 1, 2, 3, 4, 5, 6, 7, 8
Graphs, Tables, and Charts: 1, 2, 3, 4, 5, 6, 7, 8
Whole Numbers: 1, 2, 3, 4, 5, 6, 7, 8
Decimals: 4, 5, 6, 7, 8
Ratios, Proportion, and Percent: 6, 7, 8
Integers: 7, 8

General Mathematics I

General Mathematics I provides a thorough review of essential arithmetic skills. The topics included are: whole numbers, decimals, fractions, percent, measurement, and the use of calculators.

Prerequisites: None
Length: One year
Credits: 1

General Mathematics II

General Mathematics II provides a review of the essential skills and concepts with problem solving experiences. The topics included are: whole numbers, decimals, fractions, percent, measurement, graphs, use of calculators, and functional literacy skills.

Prerequisites: None
Length: One year
Credits: 1

Consumer Mathematics

Consumer Mathematics provides a study of many types of skills, concept and problem solving experiences needed to become successful consumers. Topics include earning and handling money, shopping for food and clothing, saving and investing money, home operations and expenses, cost and budgeting problems, and buying a car.

Prerequisites: None
Length: One year
Credits: 1

Fundamental Mathematics

Fundamental Mathematics provides a review of the basic skills of arithmetic plus a thorough introduction to the language and skills of algebra. The following topics are included: algebraic expressions, linear equations in one variable polynomials, inequalities, and graphing.

Prerequisites: None
Length: One year
Credits: 1 (None below 9th grade)

Algebra I

Algebra I provides a foundation in the language, basic skills and concepts of algebra. The following topics are included: rational numbers, algebraic expressions, linear equations, polynomials, factoring, applications, inequalities and graphing.

Prerequisites: None
Length: One year
Credits: 1 (None below 9th grade)

Unified Geometry

Unified Geometry is the development of a logical mathematical system from a set of undefined terms, defined terms, axioms, postulates, and theorems. Topics include special relationships among points, lines and planes, angle relationships, triangles, polygons, circles, and solids.

Prerequisites: Algebra I
Length: One year
Credits: 1

Algebra II

Algebra II is a continuation and extension of the skills developed in Algebra I. Topics studied include linear equations, relations and functions, polynomials, rational expressions and equations, radicals, quadratic equations, and systems of linear and quadratic equations.

Prerequisite: Algebra I
Length: One year
Credits: 1

Advanced Mathematics

Advanced Mathematics is designed as a one-year survey course to include topics from Trigonometry, Analytic Geometry, Algebra III, and Pre-Calculus.

Prerequisite: Geometry and Algebra II
Length: One year
Credits: 1

Trigonometry

Trigonometry is a comprehensive study of trigonometric functions with emphasis on application. Topics include circular functions and their graphs, polar coordinates, trigonometric identities and equations, triangle trigonometry, Law of Sines, Law of Cosines, trigonometric addition formulas, double and half-angle formulas.

Prerequisites: Geometry and Algebra II (or the option to take Trigonometry in conjunction with the second semester of Algebra II)
Length: ½ year
Credits: ½

Analytic Geometry
(Some content formerly included in Coordinate Geometry, Matrix Algebra, Elementary Mathematical Functions and Probability.)

Analytic Geometry combines algebra with geometry to study the geometric properties of curves when their equations are given and to find equations for curves when their geometric properties are known. Topics include linear and quadratic equations and inequalities, conic sections, systems of linear and quadratic equations and matrices.

Prerequisites: Geometry and Algebra II
Length: ½ year
Credits: ½

Algebra III
(Some content formerly included in Coordinate Geometry, Matrix Algebra, Elementary Mathematical Functions and Probability.)

Algebra III consists of selected topics from advanced mathematics. Topics include polynomial functions and graphing, polar coordinates, complex numbers, exponential and logarithmic functions and probability.

Prerequisites: Geometry, Algebra II and Trigonometry
Length: ½ year
Credits: ½

Pre-Calculus
(Some content formerly included in Coordinate Geometry, Matrix Algebra, Elementary Mathematical Functions and Probability.)

Pre-Calculus is designed to prepare students for a first course in Calculus. Topics include functions, vectors, sequences and series, limits and continuity, and definition of derivative.

Prerequisites: Trigonometry is required and Analytic Geometry is strongly recommended.
Length: ½ year
Credits: ½

Calculus

Calculus includes a study of differential calculus, and an introduction to integral calculus. Topics include: limits, continuity, differentiation of functions, and applications.

Prerequisites: Advanced Mathematics or Trigonometry
Length: One year
Credits: 1

MATHEMATICS COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit
9-12	General Mathematics I	1
9-12	General Mathematics II	1
9-12	Consumer Mathematics	1
9-12	Fundamental Mathematics	1
9-12	Algebra I	1
9-12	Algebra II	1
9-12	Algebra III	½
9-12	Unified Geometry	1
9-12	Analytic Geometry	½
9-12	Advanced Mathematics	1
9-12	Trigonometry	½
9-12	Pre-Calculus	½
9-12	Calculus	1
9-12	Advanced Placement Calculus A.B.	1
9-12	Advanced Placement Calculus B.C.	1

Half unit courses are to be taught one-half year coordinated with other half unit courses as outlined in course descriptions.

Art

PHILOSOPHY AND AIMS OF TEACHING

ART

IN MISSISSIPPI

Art is a means through which children discover their world and that which is in it. They explore and experiment. They envision their ideas. They see clearly and feel deeply. They select. They organize. They solve. They communicate. They create. They project. They evolve as creative individuals by reacting with imagination and aesthetic understanding.

The content of art is human experience; and through art processes, that experience is given clarity and meaning. Art is that response to life through which we actively explore and experiment with line, space, form, value, color, and texture in order to express our interests, ideals, and reactions to our environment in a personal way. The desire to create is inherent in all of us and basic to our fulfillment. Everything we make and use involves art. It is a common form of communication among all people.

GOALS FOR QUALITY ART EDUCATION

All elementary and secondary schools should require students to complete a sequential program of art instruction that is balanced to include the study of aesthetics, art criticism, art history, and art production.

-- Art instruction should be conducted by qualified teachers of art.

-- Visual art courses should be required in middle, junior, and senior high schools and should not be scheduled to conflict with other required courses.

For graduation from high school, every student should be required to complete at least one year of credit in one of the fine arts.

-- An acceptable course in visual arts should include in-depth study in the techniques of at least one art medium; practice in several media; and studies in art history, aesthetics, and criticism.

Through a sequential program of art instruction K-12, the student will acquire skills, knowledge, and attitudes in the following areas.

Perception/Discrimination

The student will perceive and understand relationships among the elements and principles of design as they appear in the natural and man-made environment, as they influence mental images, and as they appear in works of art.

Judgment/Valuing

The student will make aesthetic judgments about the environment, works of art, and other man-made objects. The student will value materials, tools, and equipment and demonstrate responsibility in their care and use.

Cultural Understanding

The student will develop an understanding of the relationship between artifacts or works of art and the cultures or historic periods in which they are created.

Production/Communication

The student will develop technical skills for using art media as a means of personal expression and communication.

Knowledge/Integration

The student will develop a working knowledge of the visual and verbal language of art and understand the relationship of visual art to other fields of knowledge. The student will understand the many vocational and avocational possibilities of the visual arts.

Imagination/Creativity

The student will think and act creatively by solving problems and by reacting to change with originality, flexibility, fluency, and imagination.

Grades K - 3

Through a sequential program of art instruction, the student will begin to acquire skills, knowledge, and attitudes in the following areas:

Perception/Discrimination

Relate art to a sensory perception of the environment

Differentiate between natural and man-made objects

Experience the influence of design on mental images

Develop self-awareness

Judgment/Valuing

Create pictures after observing surroundings, using various drawing, painting, collage or printing materials

Recognize the aesthetic value of works of art and of man-made objects

Demonstrate respect for tools and materials used in art

Demonstrate an awareness of the need for safety precautions

Value the art work of self and others

Cultural Understanding

Participate in a variety of art appreciation and art history experiences

Production/Communication

Create artworks using the following manipulative skills: cutting, pasting, forming and/or shaping, folding, curling, tearing, building, and gluing

Create pictures which communicate personal experiences, using various drawing, painting, collage or printing materials

Knowledge/Integration

Recognize the visual and verbal language of art

Explore the relationship of art to other subject matter

Explore art careers and hobbies

Imagination/Creativity

Use imagination in creating art works which utilize various media and processes

Demonstrate creativity in problem-solving activities and the production of art works

Grades 4 - 6

Previous art skills will be extended and more fully developed by using a variety of art techniques, media, and materials.

Perception/Discrimination

Differentiate among various media and processes

Use compositional layout in picture-making, utilizing elements and principles of design

Recognize elements and principles in works of art

Judgment/Valuing

Recognize and become aware of the influence of art on the environment

Participate in choosing student works of art for display

Treat tools and art materials with care and respect

Demonstrate an awareness of the need for safety precautions

Cultural Understanding

Recognize the similarities and differences among works of two-dimensional and three-dimensional art produced in various times and places

Production/Communication

Explore a variety of media and subjects

Express feelings and ideas through art media

Knowledge/Integration

Expand his knowledge of the visual and verbal language of art

Integrate art with other subject matter

Explore art careers and hobbies

Imagination/Creativity

Use imagination in creating pictures which utilize various media and processes

Demonstrate creativity in problem-solving activities and the production of art works

Grades 7 - 12

A program of art instruction will continue in grades 7-12 to expand skills, knowledge, and attitudes.

Perception/Discrimination

Develop perceptual experiences through environmental discovery and exploration, examples of artwork, and various media

Explore opportunities for aesthetic decision-making through exercises leading to a choice-making decision, through illustrations, and through demonstration

Judgment/Valuing

Develop aesthetic judgment by choosing the best art product from a field of possibilities, through comparing and contrasting products, and by viewing and evaluating a single art product

Become aware of aesthetic values through actions, responses, and altered behaviors

Cultural Understanding

Utilize such resources as artifacts, works of art, cultures, and historic periods

Integrate subject matter for understanding other areas of learning, such as major disciplines, visual arts, and performing arts

Production/Communication

Explore drawing techniques (gesture, contour, and modeling) in a variety of media

Identify and use the elements of design (line, shape/form, space, color, texture, and value)

Identify and use the principles of design (balance, pattern, contrast, emphasis, movement/rhythm and unity)

Demonstrate a knowledge of perspective

Create realistic and abstract works

Explore the additive and the subtractive methods of plastic expression

Enhance the ability to communicate through the development of technical skills

Knowledge/Integration

Relate information to areas of art by identifying data and terminology and in the utilization of terminology

Integrate concepts through dialogue, interpersonal and community relations, and vocational and avocational application

Imagination/Creativity

Use imagination as a preface to the creative process

LIST OF ABBREVIATIONS

A1 = Art 1

A2 = Art 2

A3 = Art 3

A4 = Art 4

D. - SKILLS FOR ART EDUCATION

I = Introduce   M = Master   X = I/M
C = Core Item

			K	1	2	3	4	5	6	7	8	A1	A2	A3	A4
C	1.	Produce drawings to create recognizable images	I			M									
	2.	Mix colors to meet the needs in his own painting			I			M							
C	3.	Produce a printed image			I			M							
C	4.	Compose an idea through montage or collage techniques (cutting, tearing, or pasting)	I				M								
C	5.	Produce a three-dimensional object from plastic material (i.e., modeling clay or paper)	I			M									
	6.	Construct a stable object from non-plastic materials by at least one joining method (gluing, nailing, slotting)			I				M						
	7.	Produce a woven design		I		M									
C	8.	Draw images with realistic proportions						I			M				
C	9.	Mix colors and duplicate the process					I				M				
C	10.	Blend colors					I				M				
	11.	Produce a printed image based on an original sketch						I				M			

(See page A-7 for list of abbreviations.)

D. - SKILLS FOR ART EDUCATION

			K	1	2	3	4	5	6	7	8	A1	A2	A3	A4
C	12.	Produce images by composing collected materials on a flat surface					I				M				
	13.	Produce two-dimensional textural images					I						M		
	14.	Produce three-dimensional textural images					I						M		
	15.	Produce three-dimensional objects from plastic materials by at least three different forming processes such as pinch, coil, slab					I				M				
	16.	Produce three-dimensional objects from non-plastic materials by at least three different joining processes and/or additive methods (glue, nail, slot, tie, solder, tape)							I				M		
C	17.	Produce drawings utilizing the techniques of contour, gesture, and modeling								I					M
C	18.	Duplicate colors within the limits of the color medium to use in an art work										I			M
	19.	Apply color uniformly									I				M
	20.	Apply color in graduated degrees									I				M
C	21.	Produce printed images from original sketches in at least two different printing methods										I			M
C	22.	Identify the elements of design: line, shape/form, space, color, texture, value		I											M
C	23.	Identify balance in an art object				I			M						

(See page A-7 for list of abbreviations.)

D. - SKILLS FOR ART EDUCATION

			K	1	2	3	4	5	6	7	8	A1	A2	A3	A4
C	24.	Identify pattern in repeating lines, shapes, and colors			I		M								
	25.	Identify the center of interest in an art work				I			M						
C	26.	Identify positive and negative space			I						M				
C	27.	Identify foreground		I					M						
C	28.	Identify middleground		I					M						
C	29.	Identify background		I					M						
	30.	Identify similarities and differences in the uses of each element of design within given art objects					I								M
	31.	Identify the similarities and differences in the uses of principles of design in different art objects					I								M
	32.	Explain the differences between natural and manmade materials, shapes, textures, etc.			I						M				
C	33.	Create illusions of depth by overlapping, placement, ground use, size differences, color changes, or definition of the object (blurred or sharp)					I								M
	34.	Evaluate the effectiveness of the use of the elements of design incorporated in a work of art										I			M

(See page A-7 for list of abbreviations.)

D. - SKILLS FOR ART EDUCATION

		K	1	2	3	4	5	6	7	8	A1	A2	A3	A4
35.	Evaluate the effectiveness of the use of the principles of design incorporated in a work of art										I			M
36.	Analyze positive and negative spaces in two-dimensional and three-dimensional art work										I			M
37.	Discuss works of art based on predetermined teacher-made criteria	I												M
38.	Criticize works of art based on the elements and/or principles of design					I				M				
39.	Evaluate works of art based on the elements and/or principles of design, subject matter, and content										I			M
40.	Discuss the relationships between the visual arts and other areas of the curriculum based on predetermined teacher-made criteria			I										M
C 41.	Use imagination and/or flexibility within the creative process toward self-expression in a work of art	I												M
42.	Solve an art-related problem by establishing a goal, selecting a procedure for achieving the goal, implementing the procedure, then evaluating the completed project				I									M

(See page A-7 for list of abbreviations.)

D. - SKILLS FOR ART EDUCATION

		K	1	2	3	4	5	6	7	8	A1	A2	A3	A4
43.	Utilize materials, tools, equipment, and facilities in a proper manner	I												M
C 44.	Explore vocational and avocational possibilities of the visual arts to be evaluated by predetermined teacher-made criteria								I					M

(See page A-7 for list of abbreviations.)

COURSE DESCRIPTIONS - ART

Grades K - 3

The student will be introduced to basic art materials, processes, and techniques.

The student will explore art activities that foster self awareness.

The student will develop motor skills through art experiences.

The student will discover art through sensory perception.

Grades 4 - 6

The student will be introduced to basic art processes, techniques, materials, and terminology as related to the elements and principles of design.

The student will discover that art is a means to express personal ideas and feelings within his environment.

The student will become aware of the role of art as cultural communication.

The student will develop an awareness and sensitivity to the components within the natural and man-made environment.

The student will explore other curricular areas through art.

Grades 7 - 8

The student will be introduced to basic art processes, techniques, materials, and terminology.

The student will explore the fundamentals within the areas of drawing, design, painting, and plastic expression. The development of appreciation and the understanding of art vocabulary will reinforce the course content.

The student will exercise care, safety, and conservation in the use of materials, tools, and equipment.

Art, Grades 7 - 8. (Eight is a continuation and progression of seven.) Art, Grades 7-8, will include the following essential elements:

Awareness and sensitivity to natural and man-made environment. The student will be provided opportunities to:

Examine a variety of objects

Explore elements (line, shape/form, space, color, texture, and value)

Apply principles (balance, pattern, contrast, emphasis, movement/rhythm, and unity

Inventive and imaginative expression through art materials and tools. The student will be provided opportunities to work with:

design

drawing

painting

printmaking

sculpture

crafts

Understanding and appreciation of self and others through art culture and heritage. The student will be provided opportunities to:

Appreciate art (past and present)

See art and artists (visitations and visuals)

Aesthetic growth through visual discrimination and judgment. The student will be provided opportunities to:

Evaluate art work of students and major artists

Explore opportunities for applying aesthetic judgment

Grades 9 - 12

Art I (½ or 1 unit)

The student will be introduced to or review the elements and principles of design; the content composition; and the exploratory approaches to drawing, painting, printmaking, sculpture, pottery and crafts. In each area there could be some demonstration of skills.

The student will develop the ability to appreciate and evaluate his work and that of other times and cultures.

The student will develop a working art vocabulary.

The student will be introduced to or continue the study of vocational and avocational aspects of art.

The student will exercise care, safety, and conservation in the use of materials, tools, and equipment.

Art I will include the following essentials:

Awareness and sensitivity to natural and man-made environments. The student will be provided opportunities to:

Examine a variety of objects

Explore elements (line, shape/form, space, color, texture, and value)

Apply principles (balance, pattern, contrast, emphasis, movement/rhythm, and unity)

Inventive and imaginative expression through art materials and tools. The student will be provided opportunities to:

Design, develop, and create original art works

Work in art areas of design, drawing, painting, printmaking, and sculpture

Understanding and appreciation of self and others through art culture and heritage. The student will be provided opportunities to:

Appreciate art (past and present)

See art and artists (visitations and visuals)

Aesthetic growth through visual discrimination and judgment. The student will be provided opportunities to:

Evaluate art work of students and major artists

Apply aesthetic judgments

Art II (½ or 1 unit)

The student's skills and knowledge of the elements and principles of design and composition are developed through experiences with a variety of media. The student is exposed to new media, techniques and terminology.

The student will continue to develop the ability to appreciate and evaluate his work and that of other times and cultures.

The student will continue to develop a working art vocabulary.

The student will continue the study of the vocational and avocational aspects of art.

Art II will include the following essential elements:

Awareness and sensitivity to natural and man-made environments. The student will be provided opportunities to:

Examine a variety of objects

Explore elements (line, shape/form, space, color, texture, and value)

Apply principles (balance, pattern, contrast, emphasis, movement/rhythm, and unity)

Inventive and imaginative expression through art materials and tools. The student will be provided opportunities to:

Design, develop, and create original art works using a variety of media and processes

Understanding and appreciation of self and others through art culture and heritage. The student will be provided opportunities to:

Appreciate art (past and present)

See art and artists (visitations and visuals)

Aesthetic growth in art through visual discrimination and judgment. The student will be provided opportunities to:

Evaluate art works of students and major artists

Apply aesthetic judgments

Art III (½ or 1 unit)

The student's knowledge of art is reinforced as a reflective communication, with content based on the elements and principles of design. More advanced work is encouraged through the extension of previous experiences and the introduction of new media. Development of skills in self-evaluation should be emphasized.

The student will continue the study of the vocational and avocational aspects of art.

The student will continue to develop a working art vocabulary.

The student will continue to develop the ability to appreciate and evaluate his work and that of other times and cultures.

The student will build confidence and pride through opportunities to display art works and enter contests.

Art III will include the following essential elements:

Awareness and sensitivity to natural and man-made environments. The student will be provided opportunities to:

Examine a variety of objects

Explore elements (line, shape/form, space, color, texture, and value)

Apply principles (balance, pattern, contrast, emphasis, movement/rhythm, and unity)

Inventive and imaginative expression through art materials and tools. The student will be provided opportunities to:

Design, develop, and create original art works using a variety of media and processes

Understanding and appreciation of self and others through art culture and heritage. The student will be provided opportunities to:

Examine art history (past and present)

See art and artists (visuals and visitations)

Aesthetic growth through visual discrimination and judgment. The student will be provided opportunities to:

Evaluate art works of students and major artists

Apply aesthetic judgments

Art IV (½ or 1 unit)

The student's individual needs are met through advanced studio problems. Teacher/student assessment of individual goals, needs, interests and strengths will be emphasized.

The student will continue to develop a working art vocabulary.

The student will continue to develop the ability to appreciate and evaluate his work and that of artists of other times and cultures.

The student will continue the study of the vocational and avocational aspects of art.

The student will concentrate on the development of a comprehensive competitive portfolio.

The student will prepare for continued studies beyond the secondary level.

Art IV shall include the following essentials:

Awareness and sensitivity to natural and man-made environments. The student will be provided opportunities to:

Examine a variety of objects

Explore elements (line, shape/form, color, texture, and value)

Apply principles (balance, pattern, contrast, emphasis, movement/rhythm, and unity)

Inventive and imaginative expression through art materials and tools. The student will be provided opportunites to:

Explore individual directions through the design, development, and creation of original art works in a variety of media and processes

Prepare for professional development

Understanding and appreciation of self and others through art culture and heritage. The student will be provided opportunities to:

Examine art history (past and present)

See art and artists (visuals and visitations)

Aesthetic growth through visual discrimination and judgment. The student will be provided opportunities to:

Evaluate art work

Apply art criticism

SPECIAL ART COURSES (½ or 1 unit)

An art course may be designed to concentrate on a single area of art for an extended period of time. If the course meets the identified art curriculum goals, then it may be designated as a Special Art Course.

Examples of Special Art courses may include but not be limited to:

Photography

Commercial Art

Ceramics

Art Appreciation/History

Interior Design

Fibers

Printmaking

Other

ADVANCED/HONORS ART COURSES (½ or 1 unit)

An Advanced or Honors Art course may be designed for the highly motivated student who wishes to continue art experiences at a more advanced level. The students are selected through a recommendation or screening process. The course must meet the identified curriculum goals.

The Advanced Placement Art Course (AP) is administered by the College Board under the advice of the Council on College-Level Services and testing is administered by the Educational Testing Service. Successful completion entitles the student to college credit from any cooperating institution of higher learning. Individual institutions should be contacted regarding their acceptance of AP art credit. All necessary information and assistance may be obtained from Advanced Placement Program, CN 6670, Princeton, NY 08541-6670.

ART COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	**Course Name**	**Credit**
7 - 8	Art	0
9, 10, 11, or 12	Art I	½ or 1
10, 11, or 12	Art II	½ or 1
11 or 12	Art III	½ or 1
12	Art IV	½ or 1
9, 10, 11, or 12	*Special Art Courses	½ or 1
10, 11, or 12	Advanced/Honors Art	½ or 1
9, 10, 11, or 12	Advanced Placement History of Art	1
9, 10, 11, or 12	Advanced Placement Studio Art	1

Courses in which 1 credit is given provide for the same skills instruction as courses for ½ credit but are expected to provide much mure application of skills. Rigorous programs with extra emphasis on higher level skills should characterize 1 unit courses.

*Examples are photography, commercial art, ceramics, art appreciation/history, interior design, fibers, printmaking.

Computer Education

PHILOSOPHY AND AIMS OF TEACHING COMPUTER EDUCATION
IN MISSISSIPPI

Living in today's technological society makes it necessary for every person to be able to perform some tasks using a computer. The primary aim of computer education is to furnish students with the tools, skills, and knowledge needed to become productive members of an increasingly technological society.

Since computers have become such a pervasive factor in today's world, the curricula of our schools must reflect the current capabilities and future uses of these machines. Computer technology should lend itself to a variety of educational applications in all disciplines. The use of this technology should supplement and not supplant the instructional program.

On August 29, 1983, the State Department of Education approved and adopted a position paper on computer education. It is the policy of the state that school district personnel should be concerned with developing an instructional program by which all students and staff become computer literate. To be computer literate, one must (1) know the capabilities and limitations of a computer; (2) know how to use a computer system; (3) know the various roles of computers in our society; and (4) understand the impact computers have upon our society.

Programming is a fundamental key to communication with and control of the computer. Therefore, computer programming courses must be available for those students who will go beyond the literacy stage. These students should develop a reasonable and appropriate proficiency related to program generation and usage. Utilizing computer languages is a means to this end.

Computer education is a crucial need which must be addressed by all who are concerned with the educational process. A computer education program must be developed and implemented with careful deliberation, planning, and the involvement of the community, staff, and students.

GOALS FOR COMPUTER EDUCATION

Computer education should include instruction in the following areas:

History of computers

Computer application in our society

Appropriate use and care of computer hardware and software

Knowledge of available computer systems

Acquisition of skills to develop computer programs using a structured approach

Use of established problem-solving techniques

Practical programming to illustrate the application of computers in both academic and real-world environments

LIST OF ABBREVIATIONS FOR COMPUTER EDUCATION

CL = Computer Literacy

B = BASIC

AB = Advanced BASIC

P = PASCAL

C = CoBOL

F = FORTRAN

E. - SKILLS FOR COMPUTER EDUCATION

I = Introduce M = Master X = I/M
C = Core Item

		K	1	2	3	4	5	6	7	8	CL*	B*	AB*	P*	C*	F*
	Computer Applications in Our Society															
1.	Describe familiar uses in our daily lives	I									M					
2.	Discuss the impact of computers on every-day life - present and future	I														
3.	Identify jobs that use computers			I							M					
4.	Recognize copyright laws that effect the use of software				I						M					
5.	Discuss the importance of the computer in modern science and industry				I						M					
6.	Investigate microcomputer access devices which aid the handicapped						I				M					
7.	Discuss the pros and cons of computers in our society							I			M					
8.	Discuss the legal ramifications of computer crime (i.e., illegal entry into computer systems)							I			M					

*These are suggested courses and are not listed in hierarchial order.

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	What is a Computer and How Does It Work (Terminology, Equipment, and Functions)															
9.	Identify computer equipment (i.e., keyboard, monitor, disk drive, printer)	I									M					
C 10.	Use appropriate computer terminology	I									M					
11.	Develop correct keyboarding skills as appropriate at each grade level	I									M					
C 12.	Identify and use letters, numbers and special keys on a keyboard	I									M					
C 13.	Distinguish between hardware and software		I								M					
C 14.	List characteristics of the computer (speed, accuracy, memory)			I							M					
C 15.	Identify functions of a computer system components (input, output, storage, processing)					I					M					
C 16.	Explain the relationships among input, process, and output					I					M					
C 17.	Distinguish among the forms of memory					I					M					
18.	Differentiate among micro, mini, and mainframe computers					I					M					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
C 19.	Identify the capabilities of various types of computers									I	M					
20.	Describe characteristics of various types of computer systems (example: single computer, networks, batch processing)									I	M					
	Appropriate Use and Care of Computer Hardware and Software															
C 21.	Demonstrate proper care and user responsibility for operating a computer and its peripherals (disk drive, monitor, printer)	I									M					
C 22.	Demonstrate proper care of diskettes	I									M					
23.	Recognize error messages					I					M					
C 24.	Load, run, and save using diskette or tape					I					M					
25.	Use prepared drill and practice programs to reinforce social studies, science, math, language art skills, reading, etc.	I														
26.	Demonstrate use of prepared tutorials for basic instructions in social studies, science, math, language art, reading, etc.	I														
27.	Use prepared drill and practice, simulations, and tutorial programs	I														

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
28.	Demonstrate the use of word processing program to aid in writing, revising and perfecting composition					I					M					
29.	Demonstrate the ability to file and retrieve selected information using a computer data base program					I					M					
30.	Select appropriate software to perform a specific task (i.e., graphics, data base, etc.)								I		M					
	Problem Solving Strategies and Beginning Programming															
31.	Execute a procedure for solving a specific problem (i.e., following directions, decision making, and variables)	I									M					
32.	Explain that we communicate with a computer through special languages and software	I									M					
33.	Demonstrate programming skills using Logo (simple geometric figures: square, triangle, etc.)	I														
34.	Demonstrate the use of simple graphics software (i.e., Delta Drawing, printshop)						I				M					
35.	Demonstrate simple flowcharting skills (i.e., start, stop, input, process, decision)					I I					M					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
C 36.	Recognize simple BASIC Language commands					I					M					
C 37.	Use the computer as a problem solving tool				I						M					
38.	List several computer languages and their applications in the areas in which they are used									I	M					
39.	Analyze BASIC or LOGO programs and determine output								I		M					
40.	Recognize that there are a variety of approaches in successfully writing a program								I		M					
History and Development of Computers																
41.	Identify and describe important precomputer aids to calculation (i.e. counting with fingers and toes, pebbles and stones, base 10 numeration system, and counting with the abacus)	I									M					
42.	Name individuals and describe their contributions to the historic origins of the computer					I					M					
43.	Identify and describe characteristics of each generation of computers (vaccuum tubes, transistors, integrated circuits)						I				M					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

	K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
Computer Literacy															
Introduction															
44. Capabilities and limitations															
general usefulness															
information/data processing															
problem solving															
simulation/modeling															
decision making															
sources of computer errors										X					
45. History															
people and contributions															
generations of computer (1st through 5th)										X					
Hardwrre															
46. Terminology										X					
47. Functions of hardware and flow of data															
input															
processing															
internal and external storage															
output										X					
48. Components															
input devices/media															
central processing unit (CPU)															
memory unit (ROM versus RAM)															
logic and arithmetic units															
output devices/media										X					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

	K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
49. Hardware orientation															
keyboard															
using peripherals															
proper care and user responsibility										X					
50. Computer systems															
micro/mini/main-frame															
intelligent versus dumb terminals															
networks										X					
Uses of System Software															
51. Terminology										X					
52. Language overview															
lower level languages															
machine language															
assembly language															
high level language															
special purpose (LOGO)															
structured languages															
BASIC															
Pascal															
FORTRAN															
CoBOL															
writing/reading simple BASIC programs										X					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

	K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
53. Software orientation															
care and handling of storage media															
execution of program															
loading a program															
using a program															
printing output															
using a system utilities															
backing up files										X					
Applications															
54. Software evaluation															
clarity of documentation															
user friendliness															
usefulness															
backup										X					
55. Word Processing															
creating and retrieving documents															
saving documents															
editing documents															
printing documents										X					
56. Databases															
applications															
design															
accessing information										X					
57. Electronic spreadsheets															
applications															
design															
calculations										X					

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

	K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
58. Integrated software															
59. Personal computing															
education															
entertainment															
home management										X					
Social Impact															
60. Fields of use										X					
61. Computers and employment															
obsolescence of jobs															
changes in job requirements															
creation of new jobs															
computer occupations										X					
62. Computer ethics										X					
63. Computers and crime										X					
64 Future trends and evolving technologies															
cybernetics															
artificial intelligence															
robotics										X					

E. - SKILLS FOR COMPUTER EDUCATION

	K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
BASIC															
Orientation with resident computer system															
65. System start-up/reset											X				
66. Keyboard familiarization											X				
67. Storage media (cassettes, diskettes...)											X				
68. System commands (specifically, commands for formatting, copying, saving, loading removing, renaming)											X				
69. Peripherals (printers, disk drives, etc.)											X				
70. Special care/maintenance											X				
Introduction to BASIC Language and Structured Programming															
71. Problem-solving techniques											X				
72. Structured program development cycle											X				
73. Terminology, semantics, syntax											X				
74. Variable types (numeric and string)											X				
75. Arithmetic operators											X				
76. Simple functions (specifically INT, SQR, RND, ABS, CHR$)											X				

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Input/Output/Processing															
77.	Keyboard input											X				
78.	CRT output											X				
79.	Printer output											X				
	Decision-making and Branching															
80.	Conditional statements											X				
81.	Simple loop structures (specifically FOR ... NEXT)											X				
82.	Menus and subroutines											X				
83.	Advanced looping techniques (nesting)											X				
	Single and Multi-dimensional Arrays															
84.	Declaration											X				
85.	Data storage											X				
86.	Manipulation											X				
87.	Sorting											X				

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P*	C*	F*
Advanced BASIC																
	Orientation with Resident Computer System															
88.	System start-up/reset												X			
89.	Keyboard familiarization												X			
90.	Storage media (cassettes, diskettes...)												X			
91.	System commands (specifically, commands for formatting, copying, saving, loading, removing, renaming)															
92.	Peripherals (printers, disk drives, cassettes...)												X			
93.	Special care/maintenance												X			
	Advanced Programming Techniques															
94.	Numeric functions (such as trig and log functions)												X			
95.	String functions (specifically, VAL, STR$, LEN, LEFT$, RIGHT$, MID$)												X			
96.	User-defined functions (specifically, DEF FN)												X			
97.	Advanced search routines (specifically sequential and binary)												X			

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
98.	Advanced sort techniques (other than the bubble sort)												X			
	Sequential Files															
99.	File characteristics (nature, advantages, disadvantages)												X			
100.	Opening files												X			
101.	Writing to files												X			
102.	Reading from files												X			
103.	Updating files												X			
104.	Closing files												X			
	Random Files															
105.	File characteristics (nature, advantages, disadvantages)												X			
106.	Opening files												X			
107.	Writing to files												X			
108.	Reading from files												X			
109.	Updating files												X			
110.	Closing files												X			

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Error Trapping															
111.	Data validation												X			
112.	Error recovery												X			
113.	Device errors												X			
PASCAL																
	Orientation with Resident Computer System															
114.	System start-up/reset													X		
115.	Keyboard familiarization													X		
116.	Storage media (cassettes, diskettes...)													X		
117.	System commands (specifically, commands for formatting, copying, saving, loading, removing, renaming)													X		
118.	Peripherals (printers, disk drives, cassettes...)													X		
119.	Special care/maintenance													X		
120.	Editing source text													X		
121.	Compilation													X		
122.	Executing object code													X		

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Introduction to PASCAL Programming															
123.	Problem-solving techniques													X		
124.	Top-down program design													X		
125.	Type, variable, and constant declarations													X		
126.	Structure of simple Pascal programs													X		
	Manipulation of Simple Data Types															
127.	Arithmetic and Boolean operators													X		
128.	Predefined functions and procedures													X		
	Input/Output/Processing															
129.	Input with READ and READLN													X		
130.	Output with WRITE and WRITELN													X		
131.	Logical devices and simple data files													X		
	Selection Control Structures															
132.	IF-THEN-ELSE													X		
133.	CASE													X		

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Repetition Structures															
134.	REPEAT...UNTIL													X		
135.	WHILE...DO													X		
136.	FOR...DO													X		
137.	ITERATE													X		
	Procedures and Functions															
138.	Block structure													X		
139.	Scope of identifiers (global, local)													X		
140.	Parameters													X		
141.	Recursion													X		
	Structured Data Types															
142.	Arrays													X		
143.	Records													X		

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

COBOL

Orientation with Resident Computer System

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
144.	System start-up/reset														X	
145.	Keyboard familiarization														X	
146.	Storage media (cassettes, diskettes...)														X	
147.	System commands (specifically, commands for formatting, copying, saving, loading, removing, renaming)														X	
148.	Peripherals (printers, disk drives, cassettes...)														X	
149.	Special care/maintenance														X	
150.	History of CoBOL														X	
151.	Steps to structured design														X	

Input/Output Operations

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
152.	Program divisions														X	
153.	Clauses														X	
154.	Open statement														X	
155.	Read statement														X	

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
156.	Perform statement														X	
157.	Close statement														X	
158.	Stop Run statement														X	
159.	Move statement														X	
160.	Field theory														X	
161.	Output														X	
162.	Input														X	
	Arithmetic Operations and Report Editing															
163.	Definition of numeric data														X	
164.	Add statement														X	
165.	Subtract statement														X	
166.	Multiplication														X	
167.	Division														X	
168.	Compute statement														X	
169.	Zero statement														X	
170.	Insertion characters														X	
171.	Program constants														X	

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
172.	Heading lines														X	
173.	Spacing														X	
	Comparing															
174.	If/if-then-else structure														X	
175.	Relation test														X	
176.	Numeric comparison														X	
177.	Alphanumeric comparison														X	
178.	And/or logical operations														X	
179.	Condition names														X	
180.	Accumulators														X	
	Control Breaks															
181.	Control Break processing														X	
182.	Multi-level control breaks														X	
183.	Indicators, compare areas, and total accumulator														X	

(See page CE-2 for table of abbreviations.)

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
FORTRAN																
	Orientation with Resident Computer System															
184.	System start-up/reset															X
185.	Keyboard familiarization															X
186.	Storage media (cassettes, diskettes...)															X
187.	System commands (specifically, commands for formatting, copying, saving, loading, removing, renaming)															X
188.	Peripherals (printers, disk drives, cassettes...)															X
189.	Special care/maintenance															X
190.	Editing source text															X
191.	Compilation															X
192.	Executing object code															X
	Introduction to FORTRAN Language															
193.	Integers and reals															X
194.	Variables															X
195.	Column specifications															X
196.	Arithmetic operators															X

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Input and Output															
197.	FORMAT statement															X
198.	WRITE statement															X
199.	READ statement															X
200.	I-FORMAT, F-FORMAT, X-FIELD															X
201.	DATA statement															X
	Branching Techniques															
202.	Decision-making															X
203.	GOTO															X
204.	CONTINUE															X
	Functions															
205.	Definition															X
206.	Use															X

(See page CE-2 for table of abbreviations.)

E. - SKILLS FOR COMPUTER EDUCATION

		K	1	2	3	4	5	6	7	8	CL	B	AB	P	C	F
	Looping Techniques															
207.	Do statement															X
208.	Nesting															X
209.	Premature ending															X
	Arrays															
210.	DIMENSION															
211.	Type declaration															X
212.	Use of DATA statement															X
213.	Implied DO loops															X
214.	I/O of whole arrays															X
	Character Manipulation															
215.	The A-FORMAT															X
216.	Input/output															X

(See page CE-2 for table of abbreviations.)

COMPUTER EDUCATION

The intent of the establishment of skills for Computer Education K-8 is neither to define a course nor to include these skills as a part of K-8 BSAP. Through integration of these suggested skills into the existing curriculum, a foundation should be provided for a Computer Literacy course. This Computer Literacy course would be offered at grades 9-12 with mastery of all the suggested computer education K-8 skills occurring at that time. Only those skills identified with an asterisk would become a part of 9-12 BSAP.

Computer Literacy (½ credit)

This course is intended to introduce students to an understanding of computers and their uses. It is general enough to accommodate a variety of approaches and/or systems but specific enough to provide guidelines for establishing instructional management plans. Content should include general introduction to computers, terminology, uses of software, applications, social impact and history.

Programming Languages

The specific language(s) students learn should encourage and facilitate the development of sound problem solving techniques and structured programming skills. Regardless of the language chosen, the objectives of the course should remain the same:

> The student should learn general problem-solving techniques and be able to:
>
> clearly define problems
> subdivide problems into logical modules
> design structured solutions to problems (algorithms)
> code algorithms into a specific language
> hand trace algorithms and code
> test and debug programs.
>
> The student should understand the uses and limitations of a high-level language with regard to:
>
> the available data structures
> the available control structures.
>
> The student should be able to implement solutions in a specific high-level language for the major types of programming problems.
>
> The student should be able to anticipate, identify, isolate, and correct errors.

The following is a representative list of programming languages currently being offered in the state. School districts that do not have sufficient funding or qualified staff to provide effective instruction in programming languages should consider focusing on Computer Education K-8 or the Computer Literacy course.

BASIC (½ unit)

This course is intended as an introduction to BASIC language and structured programming. Topics for use in developing instructional management plans should include orientation to computer system, introduction to BASIC language, input/output/processing, decision-making and branching, and arrays.

Advanced BASIC (½ unit)

This course is a continuation of the BASIC course. The same topics are to be treated with greater depth to include advanced programming techniques sequential files, random files, and error trapping.

Pascal (½ unit)

This course is intended as an introduction to programming language of Pascal. Topics for use in developing objectives are introduction to Pascal programming, manipulation of simple data types, input/output/processing, selection control structures, repetition structures, procedures and functions, and structured data types.

Advanced Placement Pascal (1 unit)

Schools desiring guidelines for curriculum development for the one-year, one-credit course in Advanced Placement Pascal, should consult the directive of the State College Board which details specific skills and concepts needed to prepare for the AP examination in computer science.

CoBOL (½ unit)

This course is to introduce the student to programming in CoBOL. Its content should include input/output operations, arithmetic operations and report editing, comparing, and control breaks.

FORTRAN (½ unit)

This course is an introduction to FORTRAN language. Content should include input/output, branching techniques, functions, looping techniques, arrays, and character manipulation.

COMPUTER EDUCATION COURSES

FOR

MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credits
9, 10, 11 or 12	Computer Literacy	½
9, 10, 11 or 12	Introduction to BASIC Programming	½
9, 10, 11 or 12	Advanced BASIC Programming	½
9, 10, 11 or 12	Introduction to Pascal Programming	½
9, 10, 11 or 12	Introduction to CoBOL Programming	½
10, 11 or 12	Introduction to FORTRAN Programming	½
11 or 12	Advanced Placement Pascal	1

Foreign Languages

PHILOSOPHY AND AIMS OF TEACHING

FOREIGN LANGUAGES

IN MISSISSIPPI

The need for foreign language skills is greater now than ever before. Modern communication and modes of transportation have greatly increased the scope of human interaction. Both now and in the future, given the greater mobility of society, students will no doubt have the opportunity to travel, live or work in locations throughout the world. The influx of non-English-speaking peoples into Mississippi makes cultural understanding a necessity for all citizens.

Knowledge of a modern foreign language permits informal communication and confidence in self-expression. It also facilitates the exchange of ideas and information in such areas as commerce, diplomacy, science, technology, law and the arts.

Knowledge of the classical languages has extended far beyond intellectual elitism. Besides developing skill in the language and literature, it permits understanding of ancient history and mythology and their impact on modern society. It also strengthens the student's command of English and other modern languages.

Most of all, students become more aware of the depth and breadth of humanity and the vast diversity in, and similarity of, people all over the world. The impact of foreign language study is both immediate and permanent.

Because our society is continually changing, it is recognized that this document should be periodically reviewed and revised.

GOALS FOR TEACHING FOREIGN LANGUAGES

IN MISSISSIPPI

FOREIGN LANGUAGES IN ELEMENTARY SCHOOL (FLES) K - 6

General

To allow for continuing and later success, in that foreign language learning ability is inversely proportional to the students' starting ages

To involve students in foreign language learning when the physiological development of the brain is more flexible and receptive

To provide for early comprehension and production of a foreign language, thus allowing for enduring memory and economy of easy language acquisition

To involve students when they are psychologically uninhibited and open to foreign language learning

To provide the opportunity for a sequence long enough to achieve proficiency

To provide the opportunity for acquiring awareness of the cultural patterns of other languages and peoples

Specific

K-3

To provide the opportunity for young children to be exposed to foreign languages and appropriate cultural experiences

To introduce young children to the sounds and rhythms of a foreign language

To allow young children to be exposed to a foreign language through such activities as songs and games

Grade 4

To develop an interest in a foreign language

To develop familiarity and facility with the sounds of a new language

To lay a structural foundation for the correct use of the foreign language

To develop basic vocabulary related to children and their interests

To provide a setting in which children may use a foreign language throughout the school day

To develop an appreciation of the target culture through the use of songs, games, jingles, rhymes, proverbs, and similar activities

Grade 5

To build upon and expand the previously learned structure of the foreign language

To expand vocabulary related to children and their interests and activities

To continue emphasis on the spoken language, with idiomatic speech, conversations, and dramatizations

To continue cultural activities in order to develop an appreciation of peoples and countries of the target language

Grade 6

To develop idiomatic speech by expanding structural facility and vocabulary

To provide an introduction to reading based on previously controlled oral language

To provide instruction in phonics and sound-symbol correspondence

To provide an introduction to the written language, because writing activity reinforces other skills

To continue instruction in the culture of the target language through activities appropriate for children

MODERN FOREIGN LANGUAGES

Grades 7-12

To teach the communicative skills in a foreign language

To benefit the students intellectually, by encompassing many disciplines

To enable students to acquire an understanding of the nature and function of language in general

To enrich the students' command of English, especially in the areas of vocabulary and structure as evidenced by significant increases in scores on standardized tests at all levels

To allow students to become more appreciative and more understanding of the communication efforts of those for whom English is a foreign language

To enable students to become more aware and tolerant of the ideas, activities, attitudes and cultures of the non-English-speaking world

To enhance students' career opportunities in today's pluralistic society

To increase opportunities for personal fulfillment at home and in society at large

To lead to flexibility in thinking, communicating and perceiving, thus allowing integration with the students' personal, social, aesthetic and intellectual growth

To stress more than any other discipline the dramatic differences in individual and societal realities, values and attitudes

To increase the awareness that all major problems are global and that all countries are interdependent, thus reinforcing the realization that no nation is a self-contained entity

LATIN

(May be adapted for other classical languages)

Grades 7-12

To teach comprehension of the Latin language through practice in reading

To develop, through these readings, the students' understanding of the social and political history of the Romans

To read and appreciate great works of literature written in Latin

To improve the students' command of English through:

Vocabulary: Since well over fifty percent of English words are derived from Latin, the students' command of English vocabulary can be improved dramatically through the study of Latin root words, prefixes and suffixes.

Grammar: The study of Latin grammar is a significant aid in improving the students' understanding of English grammar.

Phrases, Mottos, Abbreviations: The study of Latin will help develop the students' understanding and appreciation of hundreds of Latin phrases, mottos, and abbreviations.

To develop a firm grasp of classical mythology, necessary for understanding the numerous mythological allusions in Western literature

To prepare the students for further study in the Romance languages (French, Spanish, Italian, Portuguese, et al.)

OPTION: INTRODUCTION TO FOREIGN LANGUAGE

Grades 6, 7, or 8

Option I: The Phenomenon of Language

To acquaint the student with Latin and how it functions

To help the student grasp certain basic grammatical concepts through the medium of a foreign language

To help the student become aware of the process that is language

To help the student develop generally good language study habits---especially a method of dealing with language studies, vocabulary acquisition, easy recognition of structures and familiarity with cognates

To help the student apply what he has learned about Latin to English and other foreign languages

Option II: Exploring Foreign Languages

To provide foreign language experiences for students, particularly in the skills of listening and speaking

To provide motivation for and interest in continued language study

To heighten perceptions about non-English-speaking peoples through the interdisciplinary study of languages and their respective cultures

To provide students with a basis for making decisions about future foreign language study

FOREIGN LANGUAGE SKILLS

LISTENING: Comprehension of the spoken foreign language

SPEAKING: Production of the foreign language, including proper formation of the sounds of the language, correct morphological and syntactic concepts, stress and intonation

READING: Comprehension of the written form of the foreign language

WRITING: Production of the graphemic representation of the language, including sound-symbol correspondence, correct morphology and syntax, and orthographic particularities

TRANSLATION: (especially for classical languages)
Transformation of ideas and information from one language into another

CULTURE: Awareness of historical, literary, anthropological and sociological aspects of other peoples

LIST OF ABBREVIATIONS FOR FOREIGN LANGUAGE

MF1 = Modern Foreign Language I

MF2 = Modern Foreign Language II

MF3 = Modern Foreign Language III

MF4 = Modern Foreign Language IV

MF5 = Modern Foreign Language V

MF6 = Modern Foreign Language VI

L1 = Latin I

L2 = Latin II

L3 = Latin III

L4 = Latin IV

INT-1 = Introduction to Foreign Language Option 1

INT-2 = Introduction to Foreign Language Option 2

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

I = Introduce M = Master X = I/M

	K	1	2	3	4	5	6
GRADES K - 3							
Listening							
1. Ability to distinguish foreign sounds and rhythms from English	X	X	X	X			
Speaking							
2. Limited use of spoken foreign language in such activities as songs and games	X	X	X	X			
Culture							
3. Appreciation of language and cultural differences	X	X	X	X			
GRADES 4 - 6							
Listening							
4. Familiarity with sounds of a new language					X		
5. Expansion of previously learned vocabulary						X	
6. Further development of comprehension skills							X

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		K	1	2	3	4	5	6
	Speaking							
7.	Correct use of foreign language within the limits of children's vocabulary and pattern structure					X		
8.	Expansion of vocabulary and previously learned structure through idiomatic speech, conversations dramatizations						X	
9.	Development of idiomatic speech by expanding structural facility and vocabulary							X
	Reading							
10.	Ability to read previously learned spoken language							X
	Writing							
11.	Comprehension of sound-symbol correspondence; ability to write in order to reinforce other skills							X
	Culture							
12.	Appreciation of the target culture through songs, games, jingles, rhymes, proverbs, and similar activities					X		
13.	Expanded appreciation of peoples and countries of the target language						X	
14.	Further appreciation of the cultures associated with the target language							X

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

MF LEVELS 1 - 6	MF1	MF2	MF3	MF4	MF5	MF6
Listening						
15. Ability to understand short, simple, everyday utterances of an educated native speaker, perhaps requiring slow speed or repetition	X					
16. Ability to understand connected speech at moderate speed on familiar topics, sometimes needing repetition or rewording, having difficulty understanding conversations between native speakers		X				
17. Ability to understand much of what is said to the student, and to follow portions of speeches and clear radio broadcasts and some conversations between native speakers			X			
18. Ability to understand educated native speech in any moderately clear context; difficulty with colloquialisms and/or regionalisms				X		
19. Ability to understand educated native speech in most social situations, radio broadcasts and telephone communications; exposure to a variety of regional and colloquial speech patterns					X	
20. Continued improvement and development of listening comprehension						X

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

Speaking

		MF1	MF2	MF3	MF4	MF5	MF6
21.	Ability to engage in simple conversation with intelligible pronunciation, control of some basic syntactic structure, and adequate vocabulary	X					
22.	Ability to convey meaning accurately, although hesitantly, in simple sentences at the basic syntactic structure and vocabulary levels; adequate control of sound system		X				
23.	Ability to convey meaning accurately using vocabulary and structure adequate for general use; ability to sustain conversations with more assurance; good control of sound system			X			
24.	Ability to use sufficient structure, vocabulary and phonology to convey meaning in most informal situations				X		
25.	Ability to participate in any conversation within the range of the students' experience, with a reasonable degree of fluency and precision of vocabulary					X	
26.	Continued improvement and development of speaking proficiency						X

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		MF1	MF2	MF3	MF4	MF5	MF6
	Reading						
27.	Ability to read and understand the written language at least at the oral proficiency level, with control of sound-symbol correspondence	X					
28.	Ability to read simple stories and factual material within the boundaries of the vocabulary and syntactic experience of the students		X				
29.	Ability to read unfamiliar material at an intermediate level with emphasis on contextual interpretation and vocabulary development			X			
30.	Ability to read more advanced material with understanding and enjoyment				X		
31.	Ability to read factual information and appropriate literary selections with understanding and appreciation					X	
32.	Continued improvement and development of reading skills, including some critical analysis of literature						X
	Writing						
33.	Ability to write correctly within the limits of the oral capability	X					
34.	Ability to write simple sentences within the boundaries of the vocabulary and syntactic experience of the student		X				

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		MF1	MF2	MF3	MF4	MF5	MF6
35.	Ability to write within the boundaries of the vocabulary and syntactic experience of the student			X	X	X	
36.	Continued improvement and development of writing skills						X
	Culture						
37.	Awareness of and appreciation for the peoples and the countries of the target language. Various aspects of the target culture should be studied at each level to reinforce the language skills and to increase the students' international understanding	X	X	X	X	X	X

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

LATIN (or other classical language, with appropriate adaptation)

		L1	L2	L3	L4
38.	Read simple Latin passages with comprehension of Latin as Latin	X			
39.	Translate simple sentences and passages from Latin to English and English to Latin	X			
40.	Learn many of the classical myths associated with Latin literature	X			
41.	Appreciate the richness of Latin derivatives in the English language	X			
42.	Learn about many of the famous stories and people associated with Roman history and culture	X			
43.	Gain a more precise understanding of English grammar through the systematic study of Latin grammar	X			
44.	Gain an appreciation of both the differences and similarities between ancient and modern life	X			
45.	Read connected Latin passages with comprehension of Latin as Latin, culminating in the reading of selections from Caesar, Ovid, and poetry		X		
46.	Translate more involved sentences and connected prose from Latin to English and English to Latin		X		
47.	Learn some of the historical events of Roman history, particularly those concerning the life and times of Julius Caesar		X		
48.	Master the more advanced grammar necessary to read and appreciate Latin literature		X		

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		L1	L2	L3	L4
49.	Learn the vocabulary necessary to read and appreciate Latin literature		X		
50.	Continue and deepen the development of English vocabulary through Latin root words		X		
51.	Read and translate selections of Latin prose from Cicero, fables, and short plays			X	
52.	Study Latin grammar in the context of the literature read			X	
53.	Learn and recognize various figures of speech used in Latin prose writing			X	
54.	Continue practice in translating more involved sentences from English to Latin			X	
55.	Come to an appreciation of Roman values as seen through the literary selections read			X	
56.	Follow the Advanced Placement syllabus in order to prepare students for the AP exam				X

(See page FL-6 for table of abbreviations.)

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		INT-1	INT-2
INTRODUCTION TO FOREIGN LANGUAGES			
Listening			
57.	Awareness of pronunciation differences in other languages: ability to understand simple Latin utterances	X	
58.	Ability to understand simple utterances in various languages with intelligible pronunciation		X
Speaking			
59.	Ability to speak simple Latin utterances	X	
60.	Ability to speak simple utterances in various languages with intelligible pronunciation		X
Reading			
61.	Ability to read simple Latin; expansion of English vocabulary through cognate recognition	X	
Writing			
62.	Ability to write simple Latin; improvement in English writing through better perception of language structure	X	

F. - SKILLS FOR FOREIGN LANGUAGE EDUCATION

		INT-1	INT-2
	Culture		
63.	Acquaintance with Roman life and people	X	
64.	Awareness of and appreciation for the peoples and the countries of various languages		X

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(See page FL-6 for table of abbreviations.)

COURSE DESCRIPTIONS - FOREIGN LANGUAGES

Foreign Languages in Elementary School (FLES)

Due to the inherent differences in scheduling and school organization, and the learning abilities of younger children, foreign language learning in the elementary school is equated with grade level, and not with language level.

If foreign languages are taught in elementary schools, programs should begin at the grade level that allows for an unbroken sequence articulated with the secondary school. Programs K-3 are pleasurable and useful. It is highly recommended that FLES be taught in grades 4, 5, and 6 if secondary instruction begins in grade 7 and continues through the junior and senior high school. It is also recommended that foreign languages be taught in grades 7-12 before initiating an elementary school program.

Individual skills can be taught in more than one grade level, with the level of difficulty, or mastery level, adjusted to the grade level taught. This means that the skills would be introduced and mastered at each grade level.

FLES - Option I

If foreign languages are taught in grades 4, 5, and 6, students should be able to continue at least at Level II at grade 7. Therefore, a flexible 9-year sequence is necessary.

FLES - Option II

If an elementary school foreign language program is desired, without the feasibility of a long sequence, it is recommended that the school system offer a K-6 or a 4-6 sequence in a language not offered at the secondary level, if possible.

Introduction to Foreign Languages

(If both options are selected,
Option I shall precede Option II)

Option I: Structure and Function of Language Systems
(based on The Phenomenon of Language by David J. Florian.)

The Phenomenon of Language exposes students to the process of language and language learning, the method of perceiving structures and functions of language, and the interdependence of each on the other. A rudimentary knowledge of language systems has many benefits for improving students' perceptions of language learning, understanding and vocabulary acquisition.

The course is a non-traditional exposure to the Latin language. Latin is not taught for Latin itself, but as a foundation for the structure, function and extended vocabulary of language systems. This course is specifically designed so that a teacher with some exposure to Latin can understand and teach the course. The teacher need not be certified in Latin.

Option II: Exploring Foreign Languages

Exploring Foreign Languages exposes students to a number of different foreign languages and cultures. An exploratory course is, by nature, highly flexible regarding content, specific objectives and its place in the curriculum. The course is divided into segments of short duration (for example, nine weeks), which are not a part of sequential foreign language study. Each segment may be taught by a different teacher.

The selection of foreign languages to be included in this course may depend on the availability of sequential programs at the secondary level. It is also possible to expose students to a foreign language which is not included in the secondary curriculum.

Modern Foreign Languages and Latin

(or other classical language)

Language level is not equated with grade level. The term Level denotes a determined portion of the total foreign language sequence; similar amounts of language learning may be acquired at different ages and in differing lengths of time. Specific languages are not mentioned in order to allow for the inclusion of more foreign languages.

Option: Level I might extend over a two-year period (grades 7 and 8).

FOREIGN LANGUAGE COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit
K, 1, 2, or 3	Foreign Languages in Elementary School (FLES)	0
4	FLES	0
5	FLES	0
6	FLES	0
7, 8, 9, 10, 11, or 12	Modern Foreign Languages Level I, II, III, IV, V, or VI	1 for each level taken in grades 9, 10, 11, or 12
9, 10, 11, or 12	Latin* Level I, II, III, IV	1 for each level taken
9, 10, 11, or 12	Advanced Placement German Language	1
	Advanced Placement Spanish Language	1
	Advanced Placement French Language	1
	Advanced Placement French Literature	1
	Advanced Placement Latin Language IV	1
	Advanced Placement Latin Literature	1
Option:		
6, 7, or 8	Introduction to Foreign Languages	0

*or other classical language

Health and Physical Education

PHILOSOPHY AND AIMS OF TEACHING HEALTH AND PHYSICAL EDUCATION

IN MISSISSIPPI

The process of education requires the integration of psychomotor, cognitive and affective learning. Health and physical education should be part of that process resulting in mentally and physically healthy citizens.

Health and physical education programs are charged with teaching motor skills, knowledge, and attitudes vital to the development of a healthy, active life style. Since we believe each student is a life-long learner, the program should provide physical activities and developmental learning experiences in a sequential, coordinated manner appropriate for each learner's ability and maturation level. Through guided choices it is believed that students will accept the responsibility to plan an active, healthy life-style. The ultimate goal then is maximum participation for a lifetime.

CURRICULUM GOALS FOR HEALTH EDUCATION

The students enrolled in Health Education (K - 12) should:

Acquire positive feelings about self and others

Know the purposes served by the family in providing psychological security to its members and the reasons that families have been the basic unit in most societies

Acquire a basic knowledge of human growth and development

Acquire the basic knowledge and skills necessary to insure good physical and mental health of self and others

Acquire knowledge and skills necessary for safe living, accident prevention, and emergency care

Make decisions and act in ways which contribute to good personal and community health

Know the major local, state, and national health problems and know some of the ways in which they might be solved

Be familiar with and able to evaluate and use materials and services provided by individuals and/or organizations dedicated to solving health problems

K - 1st Grade: Introduction of concepts pertaining to the individual's responsibility for personal health care, nutrition, and safety.

2nd Grade: Expansion of concepts previously introduced affecting personal health habits, with the introduction to basic sanitation.

3rd Grade: Personal health practices continue as a central theme with the introduction of health as a concern within the society.

4th Grade: Personal health remains a central theme but expanded to incorporate mental health, growth and development, and communicable diseases.

5th Grade: Personal health as influenced by nutrition, growth and development, drugs and alcohol remain the primary emphasis with increased emphasis on structure and function of the body.

6th Grade: Safety and first aid are the central theme as applied to the individual and society. Personal health emphasis center upon the interrelatedness of previous concepts mastered.

7th Grade: The interrelatedness of man and his environment to include drugs, disease, natural disaster, and man-made hazards.

8th Grade: Expansion of the use and misuse of drugs, alcohol, tobacco, and medicinal drugs. Incorporation of safety practices as related to home, school, and community.

CURRICULUM GOALS FOR PHYSICAL EDUCATION

The students enrolled in Physical Education (K - 12) should:

Demonstrate proficiency in basic, locomotor, non-locomotor and manipulative skills

Demonstrate a variety of efficient movement skills

Understand how the body works

Demonstrate desirable sportsmanship and cooperative behavior

Understand and apply rules, strategies, techniques, and safety measures in a variety of activities

Participate in a variety of lifetime activities

Demonstrate an appreciation for the value of daily exercise and activity

Develop physical fitness for lifetime health and well-being

K - 1st Grade: Physical education experiences should be one of developing a repertoire of movement patterns basic to locomotor, non-locomotor, and manipulative skills.

2nd Grade: Refinement of basic skills to incorporate body awareness, balance, laterality, coordination, and kinesthetic awareness.

3rd Grade: Improve quality of movement to include space/time relationship, force, direction, etc.

4th Grade: Mastery of basic movement and manipulative skills as well as perceptual motor skills, to include body awareness, balance, and laterality.

5th Grade: Introduction of games of low organization which require sequencial movement patterns of greater complexity. Also introduce concepts of how rules are applicable to play.

6th Grade: Introduction of lead-up games which require a variety of skill combinations of greater refinement. Rules become a major governing factor in the execution of the activity.

7th Grade: Introduction to the more popular sport skills to include individual and dual as well as team sports. Emphasis is on individual skill development, interdependence of team members, and rules of conduct for participation.

8th Grade: Refinement of individual sport skills with greater emphasis on strategies, techniques, and appreciation.

LIST OF ABBREVIATIONS

L1 = Health Education I or Physical Education I

L2 = Health Education II or Physical Education II

L3 = Health Education III or Physical Education III

L4 = Health Education IV or Physical Education IV

G. - SKILLS FOR HEALTH EDUCATION

I = Introduce M = Master
C = Core Item

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	1.	Demonstrate desirable health practices	I				M								
	2.	Dress appropriately for all types of weather	I			M									
C	3.	Recognize the importance of individuals who care for others and aid in preventing illness	I				M								
	4.	Participate as a member of a group	I					M							
	5.	Demonstrate a positive self image	I					M							
	6.	Demonstrate individual responsibility	I				M								
	7.	Identify family members and their responsibilities	I		M										
C	8.	Recognize that all living things need food	I			M									
C	9.	Recognize the necessity for practicing sanitary measures in handling food	I			M									
C	10.	Practice appropriate eating habits	I				M								
C	11.	Select wholesome snacks	I			M									
C	12.	Develop and practice health habits related to personal hygiene and grooming	I				M								
C	13.	Identify and locate parts of the body	I				M								

G. - SKILLS FOR HEALTH EDUCATION

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	14.	Recognize and demonstrate bus safety practices	I				M								
	15.	Demonstrate safe use of school equipment	I				M								
	16.	Keep foreign objects out of eyes, ears, nose and mouth	I		M										
C	17.	Demonstrate safe practices during emergency evacuation procedures	I			M									
C	18.	Recognize that proper health practices help prevent illness and disease		I			M								
	19.	Report valid symptoms of discomfort		I		M									
	20.	Recognize and demonstrate socially acceptable behavior		I				M							
	21.	Act responsibly		I			M								
	22.	Adjust positively to group interaction		I			M								
C	23.	Demonstrate an awareness of and respect for the rights and feelings of others		I			M								
	24.	Select from alternatives presented in a decision making situation		I				M							
	25.	Recognize and explain reasons why people need foods		I			M								
C	26.	Recognize a variety of foods		I			M								
C	27.	Recognize and practice proper dental hygiene		I		M									

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C	28.	Develop personal habits of cleanliness and neatness		I			M								
	29.	Develop safe habits to be used in the home		I			M								
	30.	Describe safety practices in the community		I			M								
C	31.	Develop a respect for the proper handling of medicines		I		M									
C	32.	Identify and practice good personal health habits			I		M								
C	33.	Recognize ways to prevent desease by keeping the home, school, and community clean			I		M								
	34.	Demonstrate positive personal attitudes			I			M							
	35.	Make decisions concerning daily activities			I		M								
	36.	Recognize the importance of the family			I		M								
C	37.	Identify the food groups and a variety of foods from each group			I			M							
	38.	Recognize how activity and growth are related to eating			I			M							
C	39.	Explain the importance of having foods from all the food groups daily			I			M							
C	40.	Identify the five senses and their functions	I			M									
	41.	Explain environmental factors that affect health			I			M							
	42.	Demonstrate pedestrian and traffic safety			I		M								

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	43. Practice fundamental bicycle safety			I		M								
	44. Practice safe habits in the school environment			I		M								
	45. Identify sources of air pollution and their effects on health				I		M							
	46. Identify sources of water pollution and their effects on health				I		M							
	47. Identify sources of noise pollution and their effects on health				I		M							
	48. Recognize that family members are interdependent				I	M								
	49. Discuss problems				I			M						
	50. Recognize the importance of acquiring hobbies and using leisure activities which contribute to the development of a sound mind and body				I			M						
C	51. Plan a balanced meal				I			M						
C	52. Identify nutritious snacks which promote good health, especially dental health				I		M							
	53. Identify foods that affect growth and development				I			M						
	54. Describe how emotions and eating habits are interrelated				I		M							
	55. Recognize individuals growth patterns				I			M						

G. - SKILLS FOR HEALTH EDUCATION

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C	56.	Recognize how drug products and household substances affect health				I			M						
C	57.	Describe and demonstrate the correct procedure in reporting an emergency				I	M								
C	58.	Follow rules and precautions in play activities				I	M								
	59.	Identify dangers in the immediate environment				I			M						
	60.	Practice pedestrian safety	I					M							
	61.	Recognize symptoms of illness that may indicate a more serious disease					I		M						
C	62.	Define communicable diseases and identify ways in which they are transmitted					I		M						
C	63.	Identify the body's defenses against communicable diseases					I		M						
C	64.	Identify communicable diseases which may be prevented or controlled					I		M						
	65.	Recognize the difference between scientific facts and superstitions as they relate to disease					I		M						
	66.	Identify behaviors which contribute to positive mental growth and development					I			M					
	67.	Recognize how a balance of daily activities contributes to good mental health					I		M						

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	68. Demonstrate socially acceptable habits and attitudes toward success and failure					I				M				
C	69. Evaluate a personal diet in relationship to a balanced diet					I			M					
C	70. Explain the effects of between-meal eating on proper nutrition and weight control					I		M						
	71. Identify the different parts of a cell and distinguish among kinds of cells in the body					I		M						
C	72. Explain the structure, function and care of body parts					I			M					
C	73. Identify and apply first aid procedures for emergencies					I				M				
C	74. Describe bicycle, motorbike, and pedestrian safety rules					I		M						
	75. Recognize one's responsibility to members in the home, school, and community in the prevention and control of disease						I			M				
C	76. Identify the causes of communicable diseases which are common to children						I			M				
C	77. Identify the causes and symptoms of noncommunicable diseases						I			M				
C	78. Define good mental health						I							

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	79. Use the decision making process as it relates to the health matters						I			M				
	80. Explain the importance of an individual's contribution to a group activity						I		M					
C	81. Identify and list nutrients found in different foods						I		M					
C	82. Plan a well balanced diet and follow it for at least one day						I	M						
C	83. Explain that body energy is related to eating						I		M					
C	84. Explain the structure and function of the body systems						I		M					
C	85. Identify changes that occur during puberty and their effects on growth and development						I		M					
C	86. Explain the effects of alcohol, drugs, and tobacco on the systems of the body						I		M					
C	87. List water safety rules						I	M						
C	88. Identify safety hazards and be responsible for reporting them			I				M						
C	89. Know the diseases which can be controlled or prevented by immunization					I			M					
C	90. Identify various health agencies and their roles in preventing and controlling disease							I		M				

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C	91.	Identify the contributions of scientists in the field of health					I				M				
	92.	Explain desirable characteristics which contribute to happiness for self and others							I		M				
C	93.	Recognize the emotional changes associated with puberty							I		M				
C	94.	Analyze the relationship of food intake and physical activity to weight control and appearance							I		M				
C	95.	Identify the foods that are necessary to maintain proper care of the digestive system							I		M				
	96.	Analyze critically food advertising, fads, and fallacies							I		M				
C	97.	Explain the interrelationships of the functions performed by the body systems							I		M				
C	98.	Analyze the relationship between body changes and personal hygiene							I		M				
C	99.	Distinguish among the classifications of drugs							I		M				
C	100.	Identify the dangers of misusing drugs							I		M				
C	101.	Recognize and demonstrate first aid for sudden illnesses					I					M			
C	102.	Recognize the types of wounds and demonstrate treatments for them							I			M			

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

			K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C	103.	Recognize and demonstrate care for injuries to bones, muscles, and joints							I			M			
	104.	Identify first aid for conditions caused by ill effects of heat and cold							I		M				
	105.	Identify safe procedures in dealing with fires							I		M				
	106.	Describe knowledge of firearm and hunting safety							I			M			
C	107.	Take precautions to protect oneself from communicable diseases.								I			M		
C	108.	Identify causes, symptoms, treatment, prevention, and transmission of certain communicable diseases								I			M		
	109.	Identify causes, symptoms, treatment, and prevention of certain noncommunicable diseases								I		M			
	110.	Explain factors that are important to good mental health								I	M				
	111.	Identify and describe the basic emotional needs of individuals								I		M			
C	112.	Explain the importance of pesonal appearance, social skills, and health habits in developing good mental health								I		M			
	113.	Explain how physical needs affect individuals and how they relate to mental health								I		M			
	114.	Recognize the availability of community resources which contribute to developing good mental health								I		M			

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
115.	Analyze the effects of growth and development								I		M			
116.	Develop criteria for making informed consumer decisions regarding health products								I			M		
C 117.	Analyze reasons for drug use, misuse, and abuse								I		M			
C 118.	Explain alternatives to drug use, misuse, and abuse								I		M			
119.	Analyze the effects of environmental factors on individual and community health								I		M			
120.	Identify steps of accident prevention and apply safety practices in the school environment								I			M		
C 121.	Identify safety procedures to be used during natural and man-made disasters								I			M		
C 122.	Describe how body systems work together									I	M			
C 123.	Exhibit good grooming practices and personal hygiene	I									M			
C 124.	Demonstrate and explain good dental health practices	I									M			
C 125.	Demonstrate and explain appropriate eye and ear care	I									M			
126.	Describe professional services for preventive care and treatment of common health problems in his/her community									I		M		
C 127.	Examine the role of tobacco, alcohol, and other drugs in our society						I				M			

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C 128.	Describe the problems associated with use, misuse, and abuse of social and medicinal drugs									I		M		
C 129.	Demonstrate knowledge of programs and facilities designed to help individuals with drug related problems									I		M		
130.	Examine the legal implications involved with controlled drugs									I		M		
C 131.	Evaluate the need for sound safety practices in the home, school, and community									I	M			
132.	Demonstrate and explain proper fire safety practices and behavior									I		M		
133.	Describe appropriate water safety and basic rescue skills.									I		M		
C 134.	Describe the causes and symptoms of specific communicable diseases whose causative agents are organisms such as viruses, bacteria, spirochetes, protozoa, fungi, rickettsias, and metazoa										I		M	
C 135.	Identify the methods of transmission and the prevention of diseases										I		M	
136.	Explain the methods used to determine immunity or susceptibility to certain diseases and their effective immunizing agents										I		M	
137.	Identify the known or suspected causes of noncommunicable diseases										I		M	
C 138.	Identify available sources of counseling, treatment, and information related to diseases										I	M		

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
139.	Select appropriate medical specialists for individual medical needs										I		M	
C 140.	Differentiate between preventive medicine and self-medication										I	M		
141.	Identify laws and agencies which protect the consumer										I	M		
142.	Evaluate factors in the environment which influence the quality of life										I		M	
143.	Identify resources of organizations associated with environmental health										I		M	
144.	Recognize the importance of preparing for, identifying, and responding to natural disasters											I	M	
C 145.	Recognize the importance of preparing for man-made disasters											I	M	
146.	Identify and examine the legal responsibilities of owning and operating a motor vehicle											I	M	
147.	Identify and explain the functions of vehicle gauges and controls in relation to the operation of a motor vehicle											I	M	
148.	Explain time-space relationships necessary for safe operation and control of a motor vehicle											I	M	
149.	Identify chemical factors which influence driver behavior											I	M	
150.	Explain the need and importance of the use of safety restraint systems and their proper usage											I	M	

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
151.	Recognize the forces of nature which place limitations on the driving task											I	M	
152.	Identify and evaluate strategies for responding to emergency situations and/or situations requiring evasive maneuvers											I	M	
153.	Identify the major components of a motor vehicle and describe the warning signs which may indicate the need for repair, replacement, or maintenance											I	M	
154.	Describe knowledge of the handling characteristics and safety concerns of recreational vehicles											I	M	
C 155.	Describe the role of nutrients in maintaining good health											I	M	
C 156.	Evaluate the methods of weight control											I	M	
C 157.	Identify the factors which contribute to and/or cause malnutrition and obesity											I	M	
158.	Explain the relationship of the nervous and endocrine systems to human behavior												I	M
159.	Explain the basic physical and emotional needs that influence human behavior												I	M
C 160.	Understand the process of aging, bodily changes and how life style can influence these												I	M
161.	Describe individual characteristics necessary for good mental health												I	M
C 162.	Identify problems that may cause emotional conflict												I	M

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
163.	Define and distinguish between the defense mechanisms associated with emotional conflict												I	M
C 164.	Identify factors associated with stress and determine methods of coping with or reducing stress												I	M
C 165.	Identify symptoms of poor mental health												I	M
C 166.	Identify causes and symptoms of mental disorders												I	M
167.	Locate and become familiar with mental health resources												I	M
C 168.	Describe how physical changes impact upon adolescents psychologically and socially												I	M
169.	Identify factors to be considered in preparation for courtship and marriage											I		M
170.	Evaluate the importance of planning for a family											I		M
171.	Recognize the importance of supportive relationships between the mother and father through pregnancy and birth												I	M
172.	Describe fetal development												I	M
173.	Explain the importance of prenatal care												I	M
C 174.	Describe skills and attitudes needed to be effective parents												I	M
175.	Evaluate the roles and responsibilities of each family member											I		M

G. - SKILLS FOR HEALTH EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
176.	Identify resources and agencies available for assistance with parenthood and family relationships												I	M
C 177.	Recognize the symptoms and causes of respiratory emergencies and cardiac arrest and demonstrate proper first aid													M
C 178.	Demonstrate knowledge of causes, symptoms and possible preventions of sudden illness and how to apply appropriate first aid													M
C 179.	Recognize causes and symptoms of shock and apply first aid procedures													M
C 180.	Identify preventions, causes, and symptoms of the ill effects of heat and cold and apply first aid procedures													M
C 181.	Identify injuries to bones, joints, and muscles and demonstrate first aid for each													M
C 182.	Demonstrate methods of transporting victims safely													M
C 183.	List items which should be inlcuded in a first aid kit													M
184.	Describe the stages of death and ways of helping others, and self, face death/dying													M
C 185.	Use a systematic approach to acquiring health information													M
C 186.	Expand understanding of the use and misuse of legal and illegal drugs and their influence on self, others, and society													M
C 187.	Describe factors that influence personality development													M

G. - SKILLS FOR HEALTH EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C 188. Become familiar with mental illness, including cause, prevention, and treatment													M

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

I = Introduce M = Master
C = Core Item

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
	BASIC MOVEMENT													
C 189.	Locomotor Skills (walk; run; hop; skip; jump; slide; gallop; movement patterns using combinations of basic locomotor skills)	I					M							
C 190.	Non-locomotor Skills (bend; stretch; swing/sway; twist; turn; push; pull)	I					M							
C 191.	Manipulative Skills (combination of locomotor, non-locomotor, manipulative)	I					M							
C 192.	Movement Patterns (combination of locomotor, non-locomotor, manipulative)		I										M	
	Perceptual Motor Skills													
C 193.	Body awareness (body parts, body movement capabilities)	I					M							
C 194.	Balance (static, dynamic)	I					M							
C 195.	Laterality (leftness/rightness)	I					M							
C 196.	Coordination (eye/hand, eye/foot)		I							M				
C 197.	Kinesthetic awareness (space, directions, level, force)	I								M				

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
Quality of Body Movement													
C 198. In time (fast, slow, accelerating, decelerating)	I											M	
C 199. With force (strong-weak, heavy-light, relaxed, created-absorbed)	I										M		
C 200. In space (direct, flexible)	I					M							
C 201. Relationship	I			M									
LOW ORGANIZATIONAL AND LEAD-UP GAMES													
Sportsmanship													
C 202. Acceptance of authoritative decision	I			M									
C 203. Fair play		I				M							
C 204. Cooperative behavior				I					M				
C 205. Acceptance of winning and loosing				I			M						
Safety Rules													
C 206. Plays by rules	I			M									
C 207. Aware of hazards				I				M					
C 208. Knowledge of personal limitations								I			M		

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
SPORTS													
Sports Skills													
C 209. Catching	I												M
C 210. Throwing	I												M
C 211. Shooting						I						M	
C 212. Rebounding							I					M	
C 213. Serving					I							M	
C 214. Striking	I											M	
C 215. Trapping		I										M	
C 216. Passing					I							M	
C 217. Dribbling					I							M	
C 218. Dodging		I										M	
C 219. Kicking	I											M	
Knowledge of:													
C 220. Rules								I				M	
C 221. Techniques								I				M	
C 222. Game strategies								I				M	

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

		K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C 223.	Safety factors								I				M	
C 224.	Biomechanical principles								I				M	
C 225.	Health fitness concepts								I				M	
	Sportsmanship													
C 226.	Acceptance of authoritative decisions	I			M									
C 227.	Fair play		I				M							
C 228.	Cooperative behavior						I			M				
229.	Acceptance of winning and losing		I						M					
RHYTHMS														
	Dance Related Skills													
230.	Formations								I				M	
231.	Grapevine step								I				M	
232.	Polka						I			M				
233.	Schottische						I			M				
234.	Waltz								I				M	
235.	Mazurka								I				M	

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
C 236. Two-step								I				M	
C 237. Step-hop				I					M				
C 238. Skip				I					M				
C 239. Slide				I					M				
240. Square dance calls					I							M	
C 240. Tininkling					I				M				
Knowledge of:													
C 241. Beats		I				M							
C 242. Tempos		I				M							
C 243. Accents		I				M							
Appreciations													
244. Awareness of various forms of dance					I				M				
245. Observation of various forms of dance								I			M		

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
GYMNASTICS													
Gymnastic Skills													
C 246. Rolls	I								M				
247. Swings								I				M	
C 248. Side movements		I							M				
249. Mounts/dismounts								I				M	
250. Vaults								I				M	
251. Landing		I							M				
C 252. Flips (stunts and tumbling)		I							M				
Knowledge of:													
C 253. Rules								I				M	
C 254. Techniques		I										M	
C 255. Safety factors and practices	I							M					
C 256. Spotting								I				M	
257. Biomechanical principles								I				M	
C 258. Gymnastic apparatus										I			M

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
HEALTH RELATED FITNESS													
Fitness Related Skills													
259. Aerobic activities	I								M				
260. Flexibility exercises	I								M				
261. Muscular strength and endurance exercises	I								M				
Knowledge of:													
Health fitness components													
C 262. Cardiovascular efficiency	I											M	
C 263. Flexibility		I										M	
C 264. Muscular strength and endurance			I									M	
C 265. Body composition		I										M	
C 266. Physiological effects and benefits of training		I										M	
C 267. Causative factors of poor health fitness		I							M				
C 268. Principles of training		I										M	
C 269. Psychosocial effects and benefits of training								I			M		

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
Appreciations													
C 270. Awareness of proper health fitness habits	I				M								
C 271. Understanding of importance of personal health fitness						I			M				
C 272. Implementation of personal health fitness plan											I		M
AQUATICS													
Basic Aquatics Skills													
C 273. Float	I					M							
Strokes													
C 274. Crawl - front	I						M						
275. Crawl - back	I						M						
C 276. Breast				I				M					
C 277. Side				I				M					
278. Butterfly						I					M		
Dives													
279. Side of pool	I			M									

(See page H/PE-4 for table of abbreviations.)

G. - SKILLS FOR PHYSICAL EDUCATION

	K	1	2	3	4	5	6	7	8	L1	L2	L3	L4
Life Saving Skills													
C 280. Survival floating			I				M						
C 281. Drown proofing			I				M						
282. Saving another person											I		M
Knowledge of:													
C 283. Physiological benefits						I						M	
284. Psychological benefits						I						M	
285. Biomechanical principles										I			M
C 286. Safety rules	I											M	

(See page H/PE-4 for table of abbreviations.)

COURSE DESCRIPTIONS - HEALTH EDUCATION AND PHYSICAL EDUCATION

LEVEL 1

School systems offering one semester of Physical Education and one semester of Health Education for one-half Carnegie Unit each during the same year may choose from the following options.

> If depth of exposure is the primary objective, then skills and concepts from approximately one-half of the Physical Education organizing centers should be included in the curriculum with all skills and concepts covered in detail.
>
> If breadth of exposure is the primary objective then skills and concepts from all organizing centers (Basic Movement, Low Organizational and Lead-up Games, Sports, Rhythms, Gymnastics, Health Related Fitness, and Aquatics) should be included. However depth of exposure is at the discretion of the school.
>
> Health Education must include the core skills at this level as identified in the skills section of this document.

School systems offering one Carnegie Unit of credit each year in Physical Education should cover all Physical Education organizing centers to the depth outlined in the skills section of this document.

School systems offering one Carnegie Unit of credit each year in Health Education should cover the core skills identified for this level plus any additional skills contained in the Curriculum Structure or developed at the local level.

LEVEL 2

School systems offering one semester of Physical Education and one semester of Health Education for one-half Carnegie Unit each during the same year may choose from the following options.

> If depth of exposure is the primary objective, then skills and concepts from approximately one-half of the Physical Education organizing centers should be included in the curriculum with all skills and concepts covered in detail.
>
> If breadth of exposure is the primary objective, then skills and concepts from all organizing centers (Basic Movement, Low Organizational and Lead-up Games, Sports, Rhythms, Gymnastics, Health Related Fitness, and Aquatics) should be included. However depth of exposure is at the discretion of the school.
>
> Health Education must include the core skills at this level as identified in the skills section of this document.

School systems offering one Carnegie Unit of credit each year in Physical Education should cover all Physical Education organizing centers to the depth outlined in the skills section of this document.

School systems offering one Carnegie Unit of Credit each year in Health Education should cover the core skills identified for this level plus any additional skills contained in the Curriculum Structure or developed at the local level.

LEVEL 3

School systems offering one semester of Physical Education and one semester of Health Education for one-half Carnegie Unit each during the same year may choose from the following options.

> If depth of exposure is the primary objective, then skills and concepts from approximately one-half of the Physical Education organizing centers should be included in the curriculum with all skills and concepts covered in detail.
>
> If breadth of exposure is the primary objective, then skills and concepts from all organizing centers (Basic Movement, Low Organizational and Lead-up Games, Sports, Rhythms, Gymnastics, Health Related Fitness, and Aquatics) should be included. However depth of exposure is at the discretion of the school.
>
> Health Education must include the core skills at this level as identified in the skills section of this document.

School systems offering one Carnegie Unit of credit each year in Physical Education should cover all Physical Education organizing centers to the depth outlined in the skills section of this document.

School systems offering one Carnegie Unit of Credit each year in Health Education should cover the core skills identified for this level plus any additional skills contained in the Curriculum Structure or developed at the local level.

LEVEL 4

School systems offering one semester of Physical Education and one semester of Health Education for one-half Carnegie Unit each during the same year may choose from the following options.

> If depth of exposure is the primary objective, then skills and concepts from approximately one-half of the Physical Education organizing centers should be included in the curriculum with all skills and concepts covered in detail.
>
> If breadth of exposure is the primary objective, then skills and concepts from all organizing centers (Basic Movement, Low Organizational and Lead-up Games, Sports, Rhythms, Gymnastics, Health Related Fitness, and Aquatics) should be included. However depth of exposure is at the discretion of the school.
>
> Health Education must include the core skills at this level as identified in the skills section of this document.

School systems offering one Carnegie Unit of credit each year in Physical Education should cover all Physical Education organizing centers to the depth outlined in the skills section of this document.

School systems offering one Carnegie Unit of Credit each year in Health Education should cover the core skills identified for this level plus any additional skills contained in the Curriculum Structure or developed at the local level.

The skills contained in the four levels of Health Education and Physical Education curriculum are sequential, with those contained in the higher levels expanding or building on those in lower levels. School districts offering fewer than the four levels in either curriculum are advised to maintain the sequence of skills. This means, for example, that a district that offers only two courses in Health Education should teach the skills that are identified for Level 1 and Level 2.

HEALTH EDUCATION AND PHYSICAL EDUCATION COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit*
9, 10, 11, or 12	Level I Health Education	½ or 1 unit
	Level I Physical Education	½ or 1 unit
10, 11, or 12	Level II Health Education	½ or 1 unit
	Level II Physical Education	½ or 1 unit
11 or 12	Level III Health Education	½ or 1 unit
	Level III Physical Education	½ or 1 unit
12	Level IV Health Education	½ or 1 unit
	Level IV Physical Education	½ or 1 unit

*See course description for regulations regarding credit.

Journalism

PHILOSOPHY AND AIMS OF TEACHING JOURNALISM

IN MISSISSIPPI

Through the rapid development of technology over the last few decades, today's students are exposed to the influence of the mass media more than any other generation in the history of mankind. The complex issues of the world are a part of their everyday lives. Because these students will soon become active in forming public opinion and in bringing about social change, they must be equipped with the skills to interpret daily events as either practitioners or users of the media. They must insure that the democratic principles on which our country was founded are preserved. A journalism program and its related school publications are vital to teaching the role of the mass media in a democratic society and in providing valuable practical experiences in exercising the basic constitutional concept of freedom of the press.

GOALS FOR TEACHING JOURNALISM

IN MISSISSIPPI

To enhance student awareness of the role mass media have played and must continue to play in a free society.

To make the student a better reader and evaluator of information.

To teach basic journalism skills with emphasis on reporting and editing for print or broadcast media.

To provide a working vocabulary of journalism terminology among students.

To make the student a better communicator, especially in written communications.

To identify and encourage those students whose abilities and interests will make them successful in a journalistic career or related career.

To provide quality school publications for the benefit of all students and to serve as a bonding agent through such publications uniting disparate groups within the school and the school within the community it serves.

To encourage the reading of great books in the field of journalism.

To induce discipline carryover by relating skills learned in other areas to journalism and specific journalism skills, such as summarizing ideas, organizing facts, writing reports, back to other areas.

LIST OF ABBREVIATIONS

INT = Introduction to Journalism

L1 = Lab I

L2 = Lab II

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H. - SKILLS FOR JOURNALISM EDUCATION

I = Introduce M = Master X = I/M
C = Core Item

			K-8	INT	L1 & L2
REPORTING					
C	1.	Identify news and elements of news		X	Mastery is expected in the student's area of specialization by successfully performing assigned duties on a publications staff (see course descriptions)
C	2.	Identify news sources and beats		X	
C	3.	Develop effective interview techniques		I	
C	4.	Develop techniques in researching and backgrounding written reports		I	
C	5.	Distinguish fact from opinion		I	
C	6.	Present facts without editorializing		I	
JOURNALISTIC WRITING					
C	7.	Identify five W's (who, what, when, where, why or how)		X	
C	8.	Write summary lead		X	
C	9.	Identify the basic inverted pyramid structure of a news story		X	
	10.	Write basic inverted pyramid story		I	
	11.	Recognize categories of specialized writing including feature, sports, opinion, captions, broadcast reports, and yearbook copy		X	
	12.	Write specialized copy such as features, sports, captions, opinion, broadcast reports, and yearbook copy		I	

(See page J-2 table of abbreviations.)

H. - SKILLS FOR JOURNALISM EDUCATION

		K-8	INT	L1 & L2
EDITING				
C 13.	Use copy symbols to correct errors in style, grammar composition, organization and accuracy		X	Mastery is expected in the student's area of specialization by successfully performing assigned duties on a publications staff (see course descriptions)
14.	Use stylebook		I	
15.	Write headlines		I	
ART AND DESIGN				
16.	Demonstrate knowledge of typography		I	
17.	Recognize basic rules of layout and page design		I	
18.	Create newspaper/yearbook pages		I	
ADVERTISING				
19.	Recognize role of advertising in the media		X	
20.	Develop techniques in selling and designing advertisements		I	
PHOTOGRAPHY AND COMPUTERS				
21.	Identify uses of photography in publication		I	
22.	Examine the uses of computers by the media		I	
23.	Develop skills in using photography and computer equipment for publication		I	

(See page J-2 table of abbreviations.)

H. - SKILLS FOR JOURNALISM EDUCATION

		K-8	INT	L1 & L2
READING AND EVALUATING NEWS				
C 24.	Define responsibilities and role of the media		X	
C 25.	Define legal and ethical restrictions for media		X	
26.	Detect inaccuracies and bias in news coverage		X	Mastery is expected in the student's area of specialization by successfully performing assigned duties on a publications staff (see course descriptions)
C 27.	Identify the relationship of a free press to a democratic society		X	
28.	Trace historical development of newspapers and/or other media		X	
C 29.	Classify the content of newspapers (news, features, editorials columns, advertising)			
CAREER OPPORTUNITIES				
30.	Identify careers related to field of journalism (advertising, reporting, editing, public relations, photography, radio/tv production, commercial art, graphic art)		X	
31.	Demonstrate a knowledge of skills, training and aptitude for journalism careers		I	

Introduction to Journalism

This is a basic course, designed as a prerequisite for subsequent journalism lab courses for those students who are interested and as a general course to enhance the students' skills as communicators and as informed users of the media. Units of study can be designed from the skills list in varying combinations and intensities to produce basic levels of proficiency or concepts tailored to local needs.

Journalism Laboratory I, II

(Prerequisite: Introduction to Journalism)

In these courses, students will perform specific duties with leadership functions to be outlined, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based, varying in the ways publications vary and in nature of assigned duties. By the Laboratory II level, individual skills should be developed to marketable levels with decision making capabilities for entry-level positions in the field or on college publication staffs. The publications from these classes should be distributed for critical appraisal and enjoyment of others and entered for critical review by a rating service outside the school.

JOURNALISM COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit (all for full year participation)
9, 10, 11, or 12	Introduction to Journalism	1
9, 10, 11, or 12	Journalism Laboratory I	1
9, 10, 11, or 12	Journalism Laboratory II	1

Music

PHILOSOPHY AND AIMS OF TEACHING MUSIC

IN MISSISIPPI

Anthropologists have found no society anywhere that functions without music. In every culture, music plays a role not only in the rituals of society but also in the personal lives of its citizens. Modern technological advances and mass communication media have brought music to a position of prominence and made it readily accessible to an eager audience of a magnitude undreamed of only a few decades ago.

We believe in a well-balanced school curriculum in which a comprehensive, sequential program of music is included side by side with other important subjects. It is important that pupils, as a part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination that product of the mind, the voice, the hand, and the body which gives dignity to the person and exhalts the spirit of man.

We think it is important that all individuals have a wide exposure to music. Each student should have rich experiences, not only in appreciating the music of others, but also in creating artistic experiences for himself.

GOALS FOR TEACHING MUSIC IN MISSISSIPPI

The musically educated person:

Is able to make music.

Is able to improvise and create music.

Is able to use the signs and symbols of music.

Is able to respond to music aesthetically, intellectually, and emotionally.

Is acquainted with a wide variety of music.

Is familiar with the role music has played and continues to play in the life of man.

Is able to make aesthetic choices based on critical listening.

Is committed to music.

Supports the musical life of the community.

Is encouraged to continue his/her musical learning independently.

Elementary Music (K-6)

Develop a love and enjoyment of music.

Develop an understanding of the basic elements of rhythm, melody, harmony, form, and expressive qualities of music as well as basic notation essential for a comprehensive sequential music education.

Develop growth in musicianship and aesthetic awareness through performance and listening experiences.

Develop cooperation, responsibility, discipline, and improved self-image understanding of our cultural heritage and continued involvement with music as a discriminating adult.

General Music (7-12)

Develop acceptable singing posture.

Develop correct breathing techniques.

Develop literacy of music score.

Develop basic ear training and sight singing skills.

Develop identification of music forms.

Develop knowledge of music history.

Develop an awareness of careers in music.

Choral Music (7-12)

Develop proper vocal production.

Develop acceptable articulation.

Develop understanding of vocal scores.

Develop a general knowledge of historical facts concerning music currently being studied.

Develop adequate skills in ear training and sight singing.

Develop an awareness of groupings of small ensembles.

Develop the ability to contribute to music blend and balance.

Theory and Harmony/Literature

Develop a systematic knowledge of the basic elements of music composition through the study of melodies, harmonization, and orchestration.

Develop composition techniques of arranging for instruments and voice.

Develop the ability to analyze fundamental harmony based on practices through 19th Century music.

Band - Goals

Band Level I

To establish a balanced heterogeneous instrumental class, which can be developed into an intermediate musical ensemble.

To establish excellent playing habits in students at an early age.

To instruct students in the basic fundamentals of music reading and theory.

To develop and instill disciplined habits of practice, rehearsal and performance habits at an early age.

Band Level II

Level II will continue to expand on and further develop those goals established in Level I.

To gain the ability to perform as a viable member of a musical ensemble, performing literature involving harmony as well as melody and gaining the knowledge to differentiate between the two.

Band Level III

Level III will continue to expand on and further develop those goals established in Levels I and II.

Develop performance proficiency as well as an appreciation of a variety of musical styles and elements.

Elementary Strings (4 or 5)

To establish excellent basic habits of playing in students at an early age.

To instruct students in the basic fundimentals of music reading and theory as related to their specific instruments and strings in general.

To develop and instill disciplined habits of practice, rehearsal, and performance at an early age.

Intermediate Strings (7-9)

To continue to develop a student's basic skills and technical ability through progressive technical and musical studies.

To continue to develop a student's musical knowledge and awareness through progressive study of solo and ensemble literature.

To foster an increasing awareness of and appreciation for all types of music through listening to recordings and attending live performances.

Advanced Strings (10-12)

To perform standard unedited literature for solo performance or as a part of a string ensemble or a full symphony orchestra.

To function independently as a musician upon graduation from high school.

Piano (Individual and Applied) (Class Piano)

Develop adequate knowledge of the anatomy of the piano (and piano lab for class piano).

Develop proper posture and hand position.

Develop an adequate knowledge of basic music theory:
- Music notation
- Scales and chord progression (major and minor)
- Key signatures
- Meter signatures

Develop performance proficiency in:
- Scales and chord progressions
- Basic technical skills
- Piano literature representing varied styles and periods
- Basic improvisation
- Sight reading
- Ear training

I. - SKILLS FOR MUSIC EDUCATION

I = Introduce M = Master
C = Core Item

(Many music skills are introduced, but mastery is not possible because of developmental stages of learners)

ELEMENTARY MUSIC (K - 6)

RHYTHM

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Beat													
C	1.	Respond to a basic beat	I			M									
C	2.	Identify strong/weak beats		I					M						
C	3.	Show appropriate bodily response to music	I			M									
C	4.	Tap melodic rhythm	I						M						
	5.	Stress strong beats within a measure	I						M						
C	6.	Tap a syncopated rhythm					I								
	7.	Group beats into measures				I									
		Duration													
C	8.	Whole note and whole rest				I									
C	9.	Half note and half rest			I										
C	10.	Quarter note and quarter rest		I											

I. - SKILLS FOR MUSIC EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	11.	Eighth note and eighth rest			I										
C	12.	Fermata				I			M						
	13.	Tie and dotted rhythms					I								
	14.	Relate duration of tones to meter					I								
C	15.	Note/rest relationship to music					I								
		Meter													
C	16.	Meter signatures					I								
		Patterns													
C	17.	Notated rhythmic patterns		I											
	18.	Syncopated and triple patterns						I							
C	19.	Repeated same/different	I												
	20.	Demonstrate melodic patterns				I									
		MELODY													
		Contour													
C	21.	Contour - up/down, high/low, same	I			M									
C	22.	Step-wise and skip-wise melodic patterns			I										

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	23. Melodic lines using sharps, flats, naturals						I							
	24. Ascending and descending melody pattern		I											
	Pitch													
C	25. Repeated patterns and tones	I			M									
C	26. High sounds and low sounds	I			M									
	27. Scale-wise and chord-wise melodic pattern					I								
	Tonality													
	28. Major and minor tonality			I										
	29. Home tone or "do"					I								
	30. Major and minor chords					I								
	FORM													
	Repetition and Contrast													
C	31. AB and ABA forms		I											
C	32. Same/different	I												
C	33. Theme and variation						I							
C	34. Sections, introduction, interlude and coda				I									

I. - SKILLS FOR MUSIC EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	35.	Rondo							I						
C	36.	Repeat signs, 1st and 2nd endings				I									
		Phrases													
	37.	Expressive phrasing			I										
		HARMONY													
		Texture													
	38.	Melody and accompaniment		I											
	39.	Rounds				I									
C	40.	Rhythmic ostinatos				I									
	41.	Canons and multi-part rounds					I								
	42.	Descants and ostinati					I								
	43.	Partner songs					I								
		EXPRESSIVE QUALITIES													
		Tempo													
C	44.	Fast/slow	I			M									
C	45.	Changing tempo			I										

I. - SKILLS FOR MUSIC EDUCATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
46. Ritardando					I								
47. A Tempo					I								
48. Accelerando					I								
49. Andante					I								
50. Moderato					I								
51. Accents					I								
Dynamics													
C 52. Accent		I											
C 53. f, ff, p, pp			I	M									
54. mp, mf					I		M						
55. Crescendo and decrescendo					I		M						
Mood													
56. Associate lyrics with mood					I								
57. Elements of music affecting mood					I								

I. - SKILLS FOR MUSIC EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Tone Color													
C	58.	Instruments		I											
C	59.	Voices/men and women and children		I											
C	60.	Instruments by families					I								
	61.	Ethnic music					I								
		NOTATION													
		Symbols													
C	62.	Staff		I		M									
	63.	Treble clef sign			I				M						
C	64.	Line and space notes			I			M							
	65.	Ledger lines				I									
	66.	Bar line/double bar line			I	M									
C	67.	Measure		I		M									
	68.	Meter			I										
C	69.	Repeat sign				I			M						
	70.	Bass clef					I								

I. - SKILLS FOR MUSIC EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	71.	Grand staff					I								
C	72.	Treble line and space names					I								
		PERFORMANCE													
C	73.	Sing in tune with good tone quality	I												
C	74.	Sing a variety of compositions	I												
C	75.	Utilize instruments and movement in performance	I												

SKILLS FOR GENERAL MUSIC (7 - 12)

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	76.	Demonstrate acceptable singing posture while sitting								I					
C	77.	Demonstrate acceptable singing posture while standing								I					
C	78.	Apply diaphragmatic breathing to achieve proper breath support								I					
		Identify signs on music score:													
C	79.	Vocal and instrumental markings								I					
C	80.	Measure markings								I					
C	81.	Repeat signs								I					

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C	82. Metronomic markings								I					
C	83. Dynamic markings								I					
C	84. Staccato								I					
C	85. Fermata								I					
C	86. Accents								I					
C	87. Slurs								I					
	Identify music terms:													
C	88. Dynamics								I					
C	89. Tempi								I					
C	90. Interpretive										I			
C	91. Write on grand staff letter names of pitches								I					
C	92. Identify and define meter signature								I					
C	93. Physically and verbally execute basic rhythmic patterns								I					
C	94. Identify simple rhythms								I					
C	95. Write on the grand staff the key signatures								I					

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Aurally recognize and sing intervals:													
96.	Major								I					
97.	Minor								I					
98.	Perfect								I					
C 99.	Distinguish aurally between major and minor scales								I					
C 100.	Distinguish aurally between major and minor chords								I					
	Identify types of music forms:													
	Vocal:													
C 101.	Song Forms (AB and ABA)								I					
C 102.	Art Song										I			
103.	Madrigal										I			
104.	Motet										I			
C 105.	Chorale										I			
C 106.	Cantata										I			
C 107.	Oratorio										I			
C 108.	Musical										I			
C 109.	Opera										I			

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 110.	Folk Music										I			
C 111.	Spirituals										I			
	Instrumental:													
112.	Monophonic								I					
113.	Homophonic								I					
114.	Polyphonic								I					
115.	Fugue										I			
116.	Chamber Music										I			
117.	Tone Poem										I			
C 118.	Symphony										I			
119.	Concerto										I			
C 120.	Identify names and dates of five historical periods								I					
121.	List at least three characteristics of music of each period										I			
C 122.	Identify composers from each period								I					
123.	Identify types of American music								I					
124.	Identify names and compositions of prominent American Composers								I					

I. - SKILLS FOR MUSIC EDUCATION

	K	1	2	3	4	5	6	7	8	9	10	11	12
125. Develop understanding of music of all culture								I					
List careers in music:													
C 126. Vocalist								I	M				
C 127. Instrumentalist								I	M				
C 128. Composer								I	M				
C 129. Music Educator										I	M		
C 130. Technician										I	M		
C 131. Publisher										I	M		
C 132. Sales										I	M		

SKILLS FOR CHORAL MUSIC (7 - 12)

(Due to the backgrounds of students in choral music,
all may not need to have the same skills introduced here.
Teachers must assure that all students enrolled are
introduced to the skills)

Elementary Concepts:

C 133. Name the lines on the grand staff

C 134. Name the spaces on the grand staff

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 135.	Relate note value to meter indication													
C 136.	Relate rest value to meter indication													
C 137.	Identify meter signature													
C 138.	Stress strong beats									M				
C 139.	Sing rounds and canons										M			
C 140.	Sing melodies with descants										M			
C 141.	Sing ascending melodies													
C 142.	Sing descending melodies													
C 143.	Recognize key signatures													
C 144.	Aurally recognize major chords													
C 145.	Aurally recognize minor chords													
C 146.	Identify musical form													
	Junior High Concepts:													
C 147.	Demonstrate correct singing posture													
C 148.	Develop correct breath support													
C 149.	Articulate vowels and consonants													
C 150.	Sing melodies with proper intonation													

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 151.	Chant rhythmic patterns													
C 152.	Sing unison in tune								M					
C 153.	Sing partner songs									M				
C 154.	Sing correct part in 2-part song											M		
C 155.	Sing correct part in 3-part song													
C 156.	Sing correct part in 4-part song													
C 157.	Follow vocal line													
C 158.	Recognize and demonstrate dynamics													
C 159.	Identify tempi													
C 160.	Identify interpretation signs													
C 161.	Identify composer of literature being studied													
C 162.	Identify type of literature being studied													
C 163.	Identify style of literature being studied													
C 164.	Sing a major scale											M		
C 165.	Aurally recognize minor scale													
C 166.	Maintain pitch													
C 167.	Execute breath control													

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 168.	Recognize male quartet										M			
C 169.	Recognize female sextet										M			
C 170.	Recognize mixed ensemble											M		
C 171.	Recognize madrigal ensemble											M		
C 172.	Unify shaping of vowels													
C 173.	Unify attacks and releases of consonants													
C 174.	Unify diphthong sound													
C 175.	Contribute to balance through dynamics													
C 176.	Produce acceptable tone quality													
Distinguish Choral Sounds:														
C 177.	SSA Combinations													
C 178.	TTBB Combinations													
C 179.	SATB Combinations													

I. - SKILLS FOR MUSIC EDUCATION

SKILLS FOR MUSIC - THEORY AND HARMONY/LITERATURE

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 180.	Draw the Treble (G) Clef sign										I			
C 181.	Draw the Bass (F) Clef sign										I			
C 182.	Draw the Alto (C) Clef sign										I			
C 183.	Draw the Tenor (C) Clef sign										I			
C 184.	Identify pitch names of staff lines										I			
C 185.	Identify pitch names of staff spaces										I			
C 186.	Identity pitch names of ledger lines										I			
C 187.	Define single bar line										I			
C 188.	Define double bar line										I			
C 189.	Identify and locate repeat signs										I			
C 190.	Draw and identify notes										I			
C 191.	Draw and identify rests										I			
C 192.	Identify and define meter signatures										I			
C 193.	Construct major scales on staff										I			
C 194.	Construct minor scales on staff										I			
C 195.	Draw major chords on staff										I			

	K	1	2	3	4	5	6	7	8	9	10	11	12
C 196. Draw minor chords on staff										I			
Identify music terms:													
C 197. Dynamics										I			
C 198. Tempi										I			
C 199. Construct augmented triads										I			
C 200. Construct diminished triads										I			
Aurally and visually identify:													
C 201. Plagal cadence										I			
C 202. Complete cadence													
Identify music forms:													
C 203. Monophonic										I			
C 204. Homophonic										I			
C 205. Polyphonic										I			

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Identify music literatures from given historic periods:													
C 206.	Renaissance										I			
C 207.	Baroque										I			
C 208.	Classical										I			
C 209.	Romantic										I			
C 210.	Contemporary										I			
	SKILLS FOR BAND													
	BASIC SKILLS													
C 211.	Instrument assembly							I		M				
C 212.	Instrument maintenance							I			M			
C 213.	Proper playing position							I		M				
C 214.	Correct posture							I		M				
C 215.	Correct hand and arm position							I			M			
	Position of the instrument with relationship to the body:													
C 216.	Concert							I			M			
C 217.	Marching								I			M		

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 218.	Proper tone production							I				M		
C 219.	Proper embouchure							I				M		
C 220.	Proper breath support							I				M		
C 221.	Proper mallet, stick grip-percussion							I				M		
C 222.	Proper mallet, stick height-percussion							I				M		
C 223.	Proper rebound-percussion							I				M		
C 224.	Establish eye-hand coordination							I				M		

MUSIC FUNDAMENTALS

Identify and define:

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 225.	Staff							I			M			
C 226.	Bar Line							I			M			
C 227.	Double Bar							I			M			
C 228.	Measure							I			M			
C 229.	Treble Clef							I			M			
C 230.	Bass Clef							I			M			

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Identify:													
C 231.	Whole notes and rests							I		M				
C 232.	Half notes and rests							I		M				
C 233.	Quarter notes and rests							I		M				
C 234.	Dotted half notes and rests							I		M				
C 235.	Eighth notes and rests							I		M				
C 236.	Dotted quarter notes and rests								I		M			
C 237.	Dotted eighth notes and rests								I		M			
C 238.	Sixteenth notes and rests								I		M			
C 239.	Triplets								I		M			
	Define:													
C 240.	Melodic line							I			M			
C 241.	Harmony							I			M			
C 242.	Unison							I			M			
C 243.	Solo							I			M			
C 244.	Ensemble							I			M			
C 245.	Differentiate between high, low and unison pitches							I		M				

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Identify music symbols:													
C 246.	Flats							I		M				
C 247.	Sharps							I		M				
C 248.	Naturals							I		M				
	Identify and define:													
C 249.	Repeat signs							I		M				
C 250.	First and second endings							I			M			
C 251.	Repeat preceeding measure sign								I		M			
C 252.	D. C. al Fine								I		M			
C 253.	D. S. al Fine								I		M			
	Define:													
C 254.	Piano (p)							I		M				
C 255.	Forte (f)							I		M				
C 256.	Mezzo Piano (mp)							I		M				
C 257.	Mezzo Forte (mf)							I		M				
C 258.	Pianissimo (pp)								I			M		

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 259.	Fortissimo (ff)								I			M		
C 260.	Forte Piano (fp)									I			M	
C 261.	Crescendo								I			M		
C 262.	Decrescendo								I			M		
C 263.	Diminuendo (dim.)								I			M		
C 264.	Sfortzando (sfz)									I		M		
C 265.	Allegro							I			M			
C 266.	Moderato							I			M			
C 267.	Andante							I			M			
C 268.	Allegretto									I		M		
C 269.	Andantino									I		M		
C 270.	Adagio									I		M		
C 271.	Largo									I		M		
C 272.	Presto									I		M		
C 273.	Vivace									I		M		
C 274.	A tempo								I			M		
C 275.	Accelerando								I			M		

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 276.	Rallentando								I		M			
C 277.	Ritard								I		M			
C 278.	"Pick-up" notes							I			M			
C 279.	Fermata							I		M				
C 280.	Identify breath marks (')							I		M				
TIME SIGNATURES:														
C 281.	4/4 or common time (C)							I		M				
C 282.	3/4 time							I		M				
C 283.	2/4 time							I		M				
C 284.	2/2 time or ₵ - Alla breve								I		M			
C 285.	6/8 time in 6 meter								I			M		
C 286.	6/8 time in 2 meter								I			M		
DEMONSTRATE SCALES AND RUDIMENTS:														
C 287.	Concert A-flat major								I			M		
288.	Concert A										I			M
C 289.	Concert B-flat							I			M			

I. - SKILLS FOR MUSIC EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	290.	Concert B											I		M
C	291.	Concert C							I		M				
C	292.	Concert D-flat								I		M			
	293.	Concert D										I		M	
C	294.	Concert E-flat								I		M			
	295.	Concert E											I		M
C	296.	Concert F								I		M			
	297.	Concert F# or G-flat									I		M		
C	298.	Concert G								I			M		
C	299.	Chromatic Scale							I					M	

DEMONSTRATE PERCUSSION RUDIMENTS:

			K	1	2	3	4	5	6	7	8	9	10	11	12
C	300.	Long roll							I				M		
C	301.	Five stroke roll							I				M		
C	302.	Seven stroke roll								I			M		
C	303.	Nine stroke roll							I		M				
C	304.	Flam							I		M				
C	305.	Flam accent (number one)								I			M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 306.	Flamadiddle								I			M		
C 307.	Single paradiddle								I			M		
DEMONSTRATE WIND INSTRUMENTS:														
C 308.	Proper attacks							I			M			
C 309.	Proper releases							I			M			
C 310.	Proper slurring							I			M			
Demonstrate and define:														
C 311.	Accent							I			M			
C 312.	Legato							I			M			
C 313.	Staccato							I			M			
C 314.	Marcato								I			M		
315.	Tenuto									I			M	
Define::														
316.	Tacet								I			M		
C 317.	Syncopation								I			M		

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Demonstrate:													
C 318.	Proper fingerings							I			M			
C 319.	Proper slide positions							I			M			
PERFORMANCE														
C 320.	Conducting patterns of 4/4 time							I			M			
C 321.	Conducting patterns of 3/4 time							I			M			
C 322.	Conducting patterns of 2/4 time							I			M			
C 323.	Conducting patterns of 2/2 or ¢ time								I			M		
324.	Conducting patterns of 6/8 in 6 time								I		M			
C 325.	Conducting patterns of 6/8 in 2 time								I		M			
C 326.	Tone quality							I						
C 327.	Articulation							I						
C 328.	Dynamics							I						
C 329.	Pitch							I						
330.	Proper performance conduct							I						
331.	Proper rehearsal decorum							I						

I. - SKILLS FOR MUSIC EDUCATION

MARCHING FUNDAMENTALS

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 332.	Follow verbal marching commands								I			M		
C 333.	Follow whistle marching commands								I			M		
C 334.	Be able to march in step								I			M		
C 335.	Be able to play while marching								I			M		
C 336.	Follow instructions for drill patterns								I			M		

Demonstrate:

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 337.	Proper marching posture								I				M	
C 338.	Proper instrument carriage								I			M		
339.	Knowledge of jazz rhythms										I		M	
340.	Knowledge of swing rhythms										I		M	

SKILLS FOR STRINGS

BASIC SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 341.	Instrument assembly and maintenance					I	M							
C 342.	Establish correct playing position for the left and right hand					I								
343.	Emphasize placement of bow in relation to the bridge					I								

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 344.	Develop knowledge of shifting throughout first positions.					I			M					
345.	Develop knowledge of shifting to all positions on the instrument.							I						
C 346.	Produce proper tones and have a reasonable mastery of the following techniques:					I								
	Right hand (bow):													
347.	Bow speed							I						
C 348.	Bow direction					I			M					
	Placement of bow in regard to the:													
C 349.	Bridge					I						M		
350.	Fingerboard								I					
	Left hand:													
C 351.	Vibrato							I						
352.	Develop finger, wrist and arm vibrato								I					
353.	Recognize and define basic terminology in regard to tempo, dynamics, character.					I								M
354.	Develop an understanding of solo literature and string orchestra and full orchestra literature representing different periods and styles								I					

		K	1	2	3	4	5	6	7	8	9	10	11	12
355.	Perform three octave scales (major and minor) with a wide variety of rhythmic and bowing patterns.										I			
C 356.	Develop the ability to follow the signals of a conductor in a performing ensemble					I								
357.	Perform regularly as a soloist and an ensemble player							I						
MUSIC FUNDAMENTALS														
	Identify and demonstrate proper use of music symbols and terminology related to the following:													
C 358.	Staff					I	M							
C 359.	Bar lines and double bar					I	M							
C 360.	Measure					I	M							
	Clefs													
C 361.	Treble					I								
C 362.	Bass					I								

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Identify names of lines and spaces as they relate to the respective instruments (i.e. viola, cello):													
	Articulation													
C 363.	Bowing indications: down bow; up bow					I	M							
C 364.	Slurs and ties						I			M				
	Note identification (of staff applicable to individual instrument)													
C 365.	Names of lines and spaces in staff					I		M						
366.	Ledger lines					I								
	Time signatures													
C 367.	4/4 or common time					I			M					
C 368.	3/4 time					I			M					
C 369.	2/4 time					I			M					
370.	2/2, cut time, or alla breve time						I			M				
371.	3/8 time									I				
372.	6/8 time								I					

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
Note and rest values														
C 373.	Whole notes and rests					I			M					
C 374.	Half notes and rests					I			M					
C 375.	Quarter notes and rests					I			M					
376.	Dotted half notes					I			M					
C 377.	Eighth notes					I			M					
378.	Dotted quarter notes						I			M				
Repeat symbols														
C 379.	Repeat dots or signs					I			M					
380.	First and second endings						I			M				
381.	D.C. al fine (Da Capo)							I						
382.	D.S. al fine (Dal Segno)							I						
Dynamics														
C 383.	Piano						I							
C 384.	Forte						I							
385.	Mezza Piano (mp)							I						

			K	1	2	3	4	5	6	7	8	9	10	11	12
	386.	Mezzo Forte (mf)							I						
C	387.	Crescendo							I						
C	388.	Decrescendo							I						
	Tempos														
	389.	Allegro						I							
	390.	Moderato						I							
	391.	Andante								I					
	392.	"Pick-up" notes						I							
C	393.	Fermata						I							
	394.	Breath marks								I					
	Musical scoring														
	395.	Melody								I					
	396.	Harmony								I					
	397.	Accompaniment								I					
	398.	Unison								I					

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 399.	Demonstrate the ability to use all four fingers in the first position on their instrument including the use of the low 1st finger, low 2nd finger and high 3rd finger for violins and violas and the low 1st finger, 2nd finger and high 4th finger for cello						I		M					
C 400.	Perform (first position only) one octave major scale in C, G, D, A,					I			M					
401.	Perform (1st position only) one octave major scale in F, B^b, E^b						I			M				
402.	Perform scales 1 or 2 octaves in any major or minor key with appropriate shifting							I						M
C 403.	Identify major and minor key signatures						I							M
404.	Understand relationship of major and minor keys							I						M
PERFORMANCE SKILLS														
C 405.	Tone - produce an acceptable characteristic tone using proper methods of bow speed, bow placement and bow control					I								
	Articulation - demonstrate acceptable attacks and releases													
C 406.	Detache'					I			M					
C 407.	Legato					I			M					
408.	(2nd year only) Slurs and ties						I					M		

I. - SKILLS FOR MUSIC EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Dynamics													
C 409.	Forte					I								
C 410.	Piano					I								
	Pitch													
C 411.	Recognize A440					I			M					
412.	Recognize the sound of a perfect fifth					I			M					
413.	Differentiate between higher, lower and unison pitches					I						M		
414.	Tune "A"-string to perfect pitch							I				M		
C 415.	Become proficient at tuning string instruments to perfect fifths							I						M
	Other performance considerations:													
416.	Demonstrate proper rehearsal behavior					I								
C 417.	Demonstrate proper concert conduct as a performer and as a observer					I			M					
C 418.	Perform publicity with a group at least once a year					I								
C 419.	Identify basic conducting patterns (4/4, 3/4, 2/4)					I			M					

COURSE DESCRIPTIONS - MUSIC

For course descriptions see specific goals on pages MU-1 through MU-2. Goals are stated such that course requirements are identifiable.

The level of introduction of a particular skill will vary depending on which grade the course is initiated.

ELEMENTARY MUSIC

Kindergarten -- Music in kindergarten should provide experiences for the child to develop basic motor skills, to develop an awareness of contrasting concepts in the melody and rhythm of music, and to experience singing a variety of songs in tune.

First Grade -- First grade music should continue and expand the experiences introduced in kindergarten and provide new experiences in simple notation, in using basic music concepts, and by developing an awareness of form and tone color.

Second Grade -- Second grade music should lay a structural foundation by emphasizing the concepts of melodic movement, dynamics, line, and space awareness and rhythmic notation.

Third Grade -- Third grade music should continue to build upon and expand previous concepts and develop an awareness of the form and directional signs of music. An introduction of two-part singing should be implemented through the use of two-part rounds.

Fourth Grade -- Fourth grade music should develop a familiarity of more complex meter signatures, complex rhythm patterns, a knowledge of instruments by families, the relationship of notes and rests, and the relationship of lines and spaces to the music staff.

Fifth Grade -- Fifth grade music should continue to emphasize the concepts of music and provide experiences studying the various forms of music, such as theme and variation, to develop a sensitivity to musical sounds and the ability to listen to music with discrimination.

Sixth Grade -- Sixth grade music should emphasize an understanding of the basic elements of rhythm, melody, harmony, form, and expressive qualities of music as well as basic notation acquired through a comprehensive, sequential music education. Students should demonstrate this knowledge with greater accuracy, facility, clarity, and ease of learning that should be evident in the upper grades.

MUSIC COURSES

FOR

MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credit
7, 8, 9, 10, 11, or 12	General Music	1 for each taken in grade 9, 10, 11, or 12
7, 8, 9, 10, 11, or 12	Choral Music	1 each taken in grade 9, 10, 11, or 12
9, 10, 11, or 12	Theory and Harmony/ Literature	1
Elementary through 12	Band - Level I	1 for each taken in grade 9, 10, 11, or 12
Elementary through 12	Band - Level II	1 for each taken in grade 9, 10, 11, or 12
9, 10, 11, or 12	Band - Level III	1
4, 5, or 6	Elementary Strings	0
7, 8, or 9	Intermediate Strings	1 if taken in grade 9
10, 11, or 12	Advanced Strings	1
Elementary through 12	Piano - Individual or Class	1 for each taken in grade 9, 10, 11, or 12
9, 10, 11, or 12	Advanced Placement Music - Listening and Literature	1

Oral Communication

PHILOSOPHY AND AIMS OF TEACHING

ORAL COMMUNICATION

IN MISSISSIPPI

Everyone needs to know how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It can mean the difference between success and failure in today's society. Traditionally formal instruction in oral communication (when available) has been confined to grades 9-12. Ideally it should be introduced and some skills mastered in grades K-8.

Most young people are asking "Who am I?" and "Who am I in relationship to other people?" Part of their interpersonal turmoil stems from the uncertainties of growing up, experimenting with different behaviors and images, and interpreting other people's reactions to them.

Instruction in oral communication contributes to students' understanding of themselves and their management of relationships. The oral communication curriculum is designed to help students see themselves as whole persons with a proper understanding of themselves as communicators as both source and receiver.

Oral communication is undergoing a reorientation from an emphasis on public speaking to an emphasis on interpersonal communication. This new approach requires the student to understand self as a communicator, accept responsibility for personal communications and be sensitive to the communication attempts of others. It enables one to better understand individual areas of difference, be sensitive to alternative views of the world, and accept each person as unique.

Oral communication is a vehicle of learning in all areas of the curriculum. The majority of in-class time each day is spent in listening and speaking. Moreover, oral language skills are central to the development of other language skills. Instruction in oral communication needs to be based on a progression of skills, pre-school through adult, including formal instruction in the basic skills of speaking and listening. Effective instruction in oral communication is essential for educational, social, and vocational success.

It is recommended that Oral Communication I be required for high school graduation.

GOALS FOR TEACHING ORAL COMMUNICATION

IN MISSISSIPPI

Think logically, objectively, and creatively.

Acquire, analyze and evaluate information as the basis for decision making.

Communicate effectively by speaking, observing and listening.

Establish, build and maintain positive relationships with others.

Find satisfaction in aesthetic expression.

Actively participate in the learning process.

Transfer skills from reading and writing to speaking.

Distinguish a variety of values.

Build self confidence and self respect.

Develop open attitudes.

Create behavior in imaginary situation.

Relate effective speaking and listening to success in vocational, social, educational, and civic activities.

Understand the value of cooperation in achieving a common goal through team effort.

LIST OF ABBREVIATIONS FOR ORAL COMMUNICATION EDUCATION

OC1 = Oral Communication I

OC2 = Oral Communication II

PS = Public Speaking

D1 = Drama I

D2 = Drama II

DEB = Debate

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

I = Introduce M = Master
C = Core Item

			K	1	2	3	4	5	6	7	8	9	10	11	12
		SPEAKING SKILLS													
	1.	Give oral report			I										
	2.	Tell a story	I					M							
	3.	Give opinions (viewpoint)	I												
	4.	Elaborate feelings (expression of emotions)	I												
C	5.	Give directions	I				M								
C	6.	Use the telephone	I			M									
	7.	Provide appropriate feedback	I					M							
C	8.	Paraphrase another's opinion						I			M				
C	9.	Support own ideas with necessary details (examples, illustrations)						I			M				
	10.	Take into account another person's point of view in talking to that person, especially if asked to do so					I				M				
C	11.	Ask and answer questions effectively	I								m				
		Speak clearly:													
C	12.	Using standard diction and grammar	I								M				

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
C 13.	Expressing thought appropriately	I								M				
14.	Using correct pronunciation	I												
15.	Using proper volume	I												
16.	Using appropriate rate	I												
	Use and understand written language in composition:													
17.	Topic appropriate to audience				I									
18.	Purpose appropriate to occasion			I										
19.	Audience (age group)							I						
C 20.	Choice of words			I										
	Use nonverbal cues that emphasize meaning:													
21.	Facial expressions	I												
22.	Gestures	I												
23.	Vocalic (tone of voice)	I												
	LISTENING SKILLS													
C 24.	Differentiate fact from opinion						I							
C 25.	Follow directions	I												

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
26.	Identify and respond to vocalic expressions	I				M								
27.	Detect direction of sound	I		M										
28.	Participate in verbal play: chants, rhymes, jingles, and slogans	I												
C 29.	Summarize main idea	I							M					
30.	Follow sequence of ideas	I					M							
C 31.	Identify mood and feeling			I				M						
C 32.	Use comparison and contrast to analyze information and draw conclusions					I								
33.	Respond to information and persuasion of others	I				M								
C 34.	Identify details			I					M					
35.	Take simple telephone message	I				M								
36.	Critically evaluate a spoken message					I								
37.	Accept compliments and criticism gracefully	I			M									
HUMAN RELATION SKILLS														
38.	Perform social rituals	I			M									
39.	Describe differences of opinion	I					M							
40.	Describe another's viewpoint	I							M					

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
41.	Express feelings to others	I							M					
42.	Build and maintain relationships	I				M								
43.	Resolve conflicts	I												
44.	Gain and maintain the attention of adults in socially acceptable ways	I												M
45.	Express both affection and hostility to adults	I												M
46.	Ask for help when needed from an adult	I	M											
47.	Display control in peer related activities or follow the lead of others	I										M		
48.	Express both affection and hostility to peers and collaborate when appropriate	I						M						
49.	Display pride in own accomplishments	I						M						
50.	Praise and develop self respect	I						M						
51.	Appreciate abilities of others	I							M					
52.	Express the desire to grow up by adult role-playing behaviors	I												M

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

X = Introduce/Master
C = Core Item

			OC1	OC2	PS	D1	D2	DEB
		ORAL COMMUNICATION						
		Interpersonal						
	53.	Recognize the importance of speech communication in society	X					
C	54.	Understand the communication process	X					
	55.	Analyze the barriers to communication and keep communication channels clear	X					
	56.	Realize the positive contribution of good oral expression to self-esteem and personality development	X					
	57.	Develop favorable attitudes toward the potential and power of speech	X					
		Listening						
C	58.	Differentiate between hearing and listening	X					
C	59.	Identify the responsibilities of an effective listener	X					
	60.	Analyze barriers to effective listening and ways to overcome them	X					
	61.	Demonstrate improved listening skills	X					
		Self-concept						
	62.	Create a collage that depicts his own personality	X					
	63.	Identify the components of self-concept	X					

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

			OC1	OC2	PS	D1	D2	DEB
	64.	Explain how communication affects what one is or what one will become	X					
	65.	Recognize the value of a positive self-image	X					
	66.	Identify the strong and weak points of self	X					
	67.	Identify the roles people play in society	X					
		Voice and diction						
	68.	Analyze characteristics of desirable voice quality	X					
C	69.	Establish acceptable pronunciation patterns and dictionary usage	X					
	70.	Practice voice projection, modulation and enunciation	X					
C	71.	Establish continuous vocabulary building	X					
	72.	Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses	X					
		Public speaking						
	73.	Understand the communication process	X					
C	74.	Recognize barriers that prevent communication and keep channels of communication clear	X					
C	75.	Annalyze issues by finding, validating and qualifying the best available data	X					
C	76.	Prove a point through effective use of supporting material	X					

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

			OC1	OC2	PS	D1	D2	DEB
C	77.	Explain an idea through effective use of supporting material	X					
C	78.	Manage language orally so that ideas are stated clearly	X					
	79.	Expand personal vocabulary	X					
	80.	Practice voice projection, modulation, enunciation, and pronunciation	X					
	81.	Listen accurately, appreciatively, and critically	X					
C	82.	Build natural and effective speech habits based on good functional English usage	X					
	83.	Control and guide the concentration of the audience upon the message produce by the speaker	X					
C	84.	Arrange main and subordinate points in logical, consistent sequence	X					
	85.	Acquire, interpret, and evaluate nonverbal messages	X					
	86.	Gain an historical overview of public speaking	X					
C	87.	Construct effective introductions and conclusions for all types of speeches	X					
	88.	Analyze an audience and adapt speaking to the situation	X					
	89.	Gain public speaking experience by participating in the delivery of varied types of speeches	X					
	90.	Investigate possibilities of career opportunities in public speaking	X					
	91.	Gain self-confidence and self-esteem as a result of experiencing public speaking	X					

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
	Group discussion						
92.	Participate in group discussion as a member and as a leader	X					
93.	Develop skills of observation, listening, and critical thinking	X					
94.	Employ leadership best suited to needs	X					
95.	Employ methods of group problem solving	X					
96.	Identify types and forms of groups	X					
97.	Understand the process of group discussion	X					
	Parliamentary procedure						
98.	Explain why rules are needed in society	X					
C 99.	Identify the order of business used by most formal decision-making groups	X					
C 100.	Explain orally how a motion should be stated	X					
101.	Demonstrate skills of effective parliamentary procedure	X					
102.	Use parliamentary words with discrimination and precision	X					
103.	Provide leadership in meeting school's oral communication needs	X					
104.	Research a bill, participate in a committee, and process the bill through a mock legislative congress	X					

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
	Nonverbal						
105.	Determine channels of nonverbal communication such as paralanguage, object language, tacticle communication, space and time, and body action and gesture	X					
C 106.	Identify purposes of nonverbal communication	X					
107.	Identify ways nonverbal communication contributes to communication breakdown	X					
108.	Demonstrate decoding of noverbal messages	X					
109.	Use nonverbal signs appropriate for a given situation	X					
	Job seeking						
C 110.	Fill out a job application correctly	X					
111.	Demonstrate use of job leads	X					
C 112.	Describe effective use of the telephone	X					
113.	Prepare for, conduct and follow up interview seeking information	X					
114.	Demonstrate proper dress for a job interview	X					
115.	Acquire questioning skills	X					
	Drama						
116.	Attain an overview of drama and its function in the relationships of human beings in the past, present, and future	X					

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
117.	Explore drama as entertainment and education	X					
118.	Demonstrate basic stage movement	X					
119.	Describe some of the jobs that must be carried out in organizing a theatrical event	X					

ORAL COMMUNICATION II

Oral interpretation

		OC1	OC2	PS	D1	D2	DEB
120.	Identify occasions for oral interpretation		X				
121.	Develop effective speaking skills through exercises in oral interpretation		X				
122.	Grow in self-confidence		X				
123.	Practice voice projection, modulation, enunciation, and pronunciation		X				
124.	Select and organize materials for various categories of spoken presentation including dramatic interpretation, narrative interpretation, poetry interpretation, and story- telling		X				
125.	Analyze a piece of literature for understanding		X				

Broadcasting

		OC1	OC2	PS	D1	D2	DEB
126.	Discuss the development of radio and television and the impact these media have had on people's lives		X				
127.	Research the impact of audio-visual communication channels on society		X				
128.	Understand radio and television terminology		X				

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
129.	Investigate careers in radio and television		X				
130.	Refine personal style in oral communication		X				
131.	Study techniques of radio and television broadcasting		X				
132.	Utilize local radio and television stations		X				
	Contest speaking						
133.	Participate in a competitive speaking situation outside the classroom		X				
	Parliamentary procedure						
134.	Participate in a competitive speaking situation outside the classroom that uses the rules of parliamentary law		X				
135.	Explain why rules are needed in society		X				
C 136.	Identify the order of business used by most formal decision-making groups		X				
137.	Explain orally how a motion should be stated		X				
138.	Demonstrate skills of effective parliamentary procedure		X				
139.	Use parliamentary words with discrimination and precision		X				
140.	Provide leadership in meeting school's oral communication needs		X				
141.	Research a bill, participate in a committee, and process the bill through a mock legislative congress		X				

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
Nonverbal							
142.	Determine channels of nonverbal communication such as paralanguage, object language, tacticle communication, space and time, and body action and gestures		X				
143.	Identify purposes of nonverbal communication		X				
144.	Identify ways nonverbal communication contributes to communciation breakdown		X				
145.	Demonstrate decoding of nonverbal messages						
146.	Use nonverbal signs appropriate for a given situation		X				
Drama							
147.	Read and analyze plays		X				
148.	Grow in self-understanding, self-confidence, and self-respect through development of acting skills		X				
149.	Discover technical dimensions of dramatic art through stagecraft activities		X				
150.	Acquire memorization skills		X				
151.	Perform dramatic pieces		X				
152.	Follow stage directions		X				
153.	Gain insight into nonverbal communication		X				

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

			OC1	OC2	PS	D1	D2	DEB
	154.	Gain first hand experience in directing, stage lighting, blocking, costume design, makeup and stage management		X				
	155.	Investigate the extent of career possibilities in the theatre		X				
		Debate						
C	156.	Apply effective research skills		X				
	157.	Adapt argumentation to problem solving		X				
	158.	Critically analyze factual material toward resolving conflict		X				
	159.	Practice formalized delivery techniques with clarity and efficiency		X				
	160.	Organize data effectively through sound reasoning		X				
	161.	Listen critically and accurately in order to assess information		X				
	162.	Establish self-confidence by demonstrating a facility for presenting a sustained, reasoned argument		X				
C	163.	Expand vocabulary		X				
		Leadership						
C	164.	Demonstrate skills of effective oral communication		X				
	165.	Develop a distinctive speaking style		X				
	166.	Develop skills in expressing opinions		X				

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
167.	Reinforce relationship between decisions and consequences		X				
168.	Direct a group in completing a task		X				
169.	Trace the emergence of power through a group		X				
PUBLIC SPEAKING							
C 170.	Understand the communication process			X			
171.	Recognize barriers that prevent communication and keep channels of communication clear			X			
172.	Analyze issues and find, validate, and qualify the best available data			X			
173.	Prove a point through effective use of supporting materials			X			
174.	Explain an idea through effective use of supporting materials			X			
175.	Manage language orally so that ideas are stated clearly			X			
176.	Expand personal vocabulary			X			
177.	Practice voice projection, modulation, enunciation, and pronunciation			X			
178.	Listen accurately, appreciatively, and critically			X			
179.	Build natural and effective speech habits based on good, functional English usage			X			
180.	Control and guide the concentration of the audience upon the message produced by the speaker			X			
C 181.	Arrange main and subordinate points in logical, consistent sequence			X			
182.	Acquire, interpret, and evaluate nonverbal messages			X			

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
183.	Gain an historical overview of public speaking			X			
C 184.	Construct effective introductions and conclusions for all types of speeches			X			
185.	Analyze an audience and adapt speaking to the situation			X			
186.	Gain public speaking experience by participating in the delivery of varied types of speeches			X			
187.	Investigate possibilities of career opportunities in public speaking			X			
188.	Gain self-confidence and self-esteem as a result of experiencing public speaking			X			

DRAMA I

		OC1	OC2	PS	D1	D2	DEB
C 189.	Become aware of contributions of writers, actors, directors, technicians, management personnel and the audience to dramatic production				X		
C 190.	Attain an historical overview of drama and its function in human experience				X		
191.	Explore pantomime, movement, and other acting techniques as performance skills and as a means of self-expression				X		
192.	Develop natural, effective personal speech habits with regards for qualities such as pitch, intensity, rate and volume				X		
193.	Investigate the extent of career possibilities in the theatre				X		
194.	Acquire memorization skills				X		
195.	Gain insight into noneverbal communication				X		
196.	Learn to listen accurately, appreciatively, and critically				X		

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
197.	Grow in self-esteem and self-awareness through successful experiences in dramatic interpretation				X		
198.	Expand personal vocabulary				X		
199.	Perform in dramatic pieces				X		
C 200.	Follow directions in classroom and on stage				X		
201.	Empathize with a character in a play portraying appropriate behavior for that character				X		

DRAMA II

		OC1	OC2	PS	D1	D2	DEB
202.	Gain first-hand experience in scenery design and construction					X	
203.	Gain first-hand experience in directing, prompt book utilization, blocking, stage, lighting, costume design, makeup and stage management					X	
204.	Grow in capacity to judge dramatic quality					X	
205.	Investigate the extent of career possibilities in the theatre					X	
206.	Concentrate on development of personal acting style					X	
C 207.	Perform dramatic pieces					X	
208.	Read and analyze good plays with regard for formulating standards of taste to be applied to audience situations					X	
C 209.	Attain an historical overview of drama and its function in human experience					X	

(See page OC-3 for list of abbreviations.)

J. - SKILLS FOR ORAL COMMUNICATION EDUCATION

		OC1	OC2	PS	D1	D2	DEB
DEBATE							
C 210.	Apply effective research skills to find the best available information						X
211.	Adapt argumentation to problem-solving						X
212.	Critically analyze factual material toward resolving conflict						X
213.	Practice formalized delivery techniques with clarity and efficiency						X
C 214.	Organize data effectively through sound reasoning						X
215.	Listen critically and accurately in order to assess information						X
216.	Establish self-confidence by demonstrating a facility for presenting a sustained, reasoned argument						X
C 217.	Expand vocabulary						X

(See page OC-3 for list of abbreviations.)

ORAL COMMUNICATION COURSES: OVERVIEW

Kindergarten - Introduction of basic communication skills

The kindergarten teacher should introduce young children to standard acceptable language principles, listening skills, and the methods to become a responsive group member.

Grades 1-3 - Development of communication skills

In these grades the teacher should construct a structural foundation for the correct use of oral language principles, listening skills, and the methods to be a responsive group member.

Grades 4-5 - Expansion of communication skills

In these grades the teacher will expand the progression of sequenced oral language principles, listening skills and human relations. In addition the child should be given opportunity for creative expression and reinforcement of positive self-concept.

Grades 6-8 - Application of communication skills

In these grades the students will be given opportunities to apply acquired communication skills dealing specifically with oral language, listening, and group interaction.

Grades 9-12 - Synthesizing of communication skills

At the secondary level the student is offered opportunity to elect courses which develop acquired communication skills by creating public speaking situations; relating speaking and listening skills to success in vocational, social, educational, and civic activities; and transferring skills from reading and writing to speaking and decision making.

COURSE DESCRIPTIONS - ORAL COMMUNICATION

The content area formerly known as Speech has undergone a radical change in semantics. Because the area no longer emphasizes public address, but rather stresses all types of basic communicative skills to meet the ever-changing needs of our society, it is now generally known as Oral Communication. Thus, it is recommended that hereafter all formerly called speech courses be referred to as Oral Communication.

Communication skills are critical in order to function effectively in career and social contexts. Oral communication frequently determines an individual's educational, social and vocational success or failure.

High school students need to have received formal instruction in the basic skills of speaking and listening in order to be effective communicators.

Oral Communication I (formerly Speech I) 1 credit

Oral Communication I is intended to introduce and acquaint the student to systematic oral skills development. It is a survey course designed to teach in a year the basics of interpersonal communication, listening, self-concept, voice and diction, public speaking, nonverbal communication, group interaction, parliamentary procedures and job seeking.

Oral Communication II (formerly Speech II) 1 credit

Oral Communication II expresses the same philosophy as Oral Communication I but with more highly developed skills necessary to sustain oneself as an effective communicator.

Public Speaking ½ credit

This course is designed to meet the skills needed by students as they move into roles in civic, church, social, and educational settings. It is intended to prepare the student to formally present an effective speech to an audience. This is to be taught as a semester course only.

Drama I ½ credit per semester

Drama instruction can be taught as a semester or a yearly course offering ½ credit per semester. The student will develop a relationship with self and with an audience. Drama I will also introduce the student to the theatre and to the arts.

Drama II ½ credit per semester

In Drama II, the same skills as Drama I should be developed further and mastered. Some skills will be mastered in Drama I, and new and more extensive skills will be introduced in Drama II.

Debate ½ credit per semester

Debate offers an individual a formalized system for handling controversy that cannot be resolved through discussion. The chief characteristic of debate is its provision to disagree according to established rules. Debate should teach the individual to communicate in a skilled manner in order to be able to resolve differences with evidence instead of opinion.

ORAL COMMUNICATION COURSES

FOR

MISISSIPPI SCHOOLS

Grade Level	Course Name	Credit
9, 10, 11, or 12	Oral Communication I	1
10, 11, or 12	Oral Communication II	1
9, 10, 11, or 12	Public Speaking	½ (semester only)
9, 10, 11, or 12	Drama I	½ per semester
9, 10, 11, or 12	Drama II	½ per semester
9, 10, 11, or 12	Debate	½ per semester

Science

PHILOSOPHY AND AIMS OF TEACHING

SCIENCE

IN MISSISSIPPI

Science instruction must be oriented to the future as much as possible. Today's students will be living in a rapidly changing world which is greatly affected by science and technology. Citizens who are scientifically literate and capable of thinking critically will be needed to solve problems related to energy and food production and distribution, population dynamics, waste disposal, vocational trends, alcohol and drug abuse, and social-ecological relationships.

The approaches and methods of instruction used should reflect the thinking level of the students. Emphasis should be placed on having hands-on experiences and practicing thinking skills in grades K-6 and analyzing a broad sample of concepts in life, physical and earth-space science in junior high. The focus in high school should be on content that leads to improved problem solving in biology, chemistry, and physics concentrating on laboratory experiences which lead from data gathering to development of concepts. This content should provide opportunities for students to practice reading and writing skills and should be related to real life situations that require the students to consider social, political, and ethical implications whenever possible. Computer literacy should be considered particularly useful among these real life situations.

GOALS FOR TEACHING SCIENCE

IN MISSISSIPPI

GRADES K-3

Appropriate science in the elementary grades is not always knowing or asking for the correct answer but rather asking, "What do you think will happen if . . .?" The approaches and methods of science instruction in the primary grades should accommodate the developmental level of students and focus on providing concrete experiences that allow students to work in depth with the basic science processes or skills (observing, classifying, using space-time relationships, measuring, communicating, predicting, inferring):

To provide a means of experiencing science as a hands-on, inquiry discipline

To provide opportunities to observe and manipulate a variety of man-made and natural objects in the indoor and outdoor environments

To provide new experiences that require the use of all the senses including the kinesthetic senses within the body

To foster the development of critical thinking and problem solving skills by encouraging many solutions to a problem

To plan activities that require exploring, discovering, divergent questioning, vocabulary building, experimenting and investigating

To encourage independence and decision-making through a rich environment filled with open-ended "raw" materials in part supplied by students

To record results of simple experiences in a variety of ways

GRADES 4-6

Science instruction in the intermediate grades builds upon the foundation of the basic science skills taught in primary grades. It extends in a more complex manner, the processes of controlling variables, defining operationally, interpreting data, and experimenting:

To plan learning experiences that require active involvement in the processes

To provide opportunities to research, investigate, and observe a phenomenon that sparks the interest or curiousity of the learner

To develop conceptual understanding of experimenting by engaging the students in experiments

To record results of experiments in advanced ways

GRADES 7-12

To provide a means of experiencing science as a hands-on, inquiry-oriented discipline

To develop and expand problem solving skills and critical thinking skills through the application of scientific processes in real life situations

To establish understanding of the relationship of science and technology to society and the environment

To develop an understanding of the nature and limitations of scientific inquiry and how scientists think and work

To enhance students' self-concepts so that as individuals they can use scientific knowledge to make decisions in personal, societal and technological areas

To establish awareness of career opportunities related to science and technology, both professional and vocational

To provide experiences in reading and writing that develop scientific literacy that will be useful in everyday life

To foster and support the scientific pursuit of knowledge through experiences that engage the skills of measuring, experimenting and communicating

To promote use of the scientific processes in coping with the view of a constantly changing world.

SKILLS FOR TEACHING SCIENCE

The basic skills needed to achieve the goals of teaching science in Mississippi are: observing, classifying, using space-time relationships, measuring, communication, predicting and inferring. Integrated processes that incorporate these skills include hypothesizing, controlling variables, defining operationally, interpreting data, and experimenting.

These skills are defined as follows:

observing - usage of one or more senses to identify and name properties of objects or interactions

classifying - categorizing objects by usage of observable properties

using space-time relationships - stating of locations, positions and changing positions of moving objects

measuring - usage of instruments to quantify observations (i.e. determine dimensions of an object by comparison with a standard)

communicating - oral, written, pictorial or graphical representations of information compiled

predicting - forecasting of future events based upon data collection

inferring - speculations are developed to account for observations

hypothesizing - predicting of relationships that may exist between two variables

controlling variables - experimentation involving manipulation of one variable (experiments that test the hypothesis)

defining operationally - composite of observation and communication skills

interpreting data - a composite skill consisting of communicating, predicting, and inferring which may be used to accept or reject the hypothesis in question; mathematical skills and the use of computers are important in achieving the mastery of this skill

experimenting - combines all skills; may involve manipulation of discovery activity or organized testing of a hypothesis.

LIST OF ABBREVIATIONS FOR SCIENCE EDUCATION

ES = Earth Science

PS = Physical Science

BIO = Biology

CHE = Chemistry

PHY = Physics

CS = Consumer Science

K. - SKILLS FOR SCIENCE EDUCATION

I = Introduce M = Master X = I/M
C = Core Skill

LIFE SCIENCE SKILLS

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	1.	Classify objects as living or non-living according to their characteristics	X												
C	2.	Classify animals as pets, farm or zoo animals	X												
C	3.	Identify the poison symbol (Mr. Yuk)	X												
C	4.	Identify at least three animals that live in water and at least three animals that live on land	X												
C	5.	Classify animals according to their usefulness to man		I		M									
C	6.	Identify various parts of his/her own body	I						M						
C	7.	Observe differences between plants and animals		I	M										
C	8.	Observe effects of the absence of water upon plants		I		M									
C	9.	Identify the parts of a plant and state their major functions			I			M							
C	10.	Explain how plants are used as a food source by living creatures, and relate this to the food chain			I			M							
C	11.	Tell what plants need in order to grow			I		M								
C	12.	Identify plants that live in water			I		M								

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	13.	Arrange the pictures of a butterfly's lifecycle in sequence: egg, larva, pupa, adult	I			M									
C	14.	Classify insects as either helpful or harmful			I							M			
C	15.	Make a model or draw a diagram of an insect, labeling the parts			I							M			
C	16.	Classify foods into the basic food groups	I				M								
C	17.	Understand proper care of the teeth	I			M									
C	18.	Identify the parts of a seed	I			I		M							
C	19.	Describe similarities and differences of plants and animals	I					M							
C	20.	Match an animal with its habitat and relate the habitat to the animal's need for food, shelter, and space		I					M						
C	21.	Describe growth stages of various animals				I			M						
C	22.	Identify the parts of a flower					I		M						
C	23.	Understand that adaptations occur among organisms to adjust to their environment					I					M			
C	24.	Define terms related to living organisms (i.e., grow, eat, breathe, reproduce, die, excrete)	I									M			
C	25.	Understand the functions of the skeletal system					I					M			

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	26.	Identify causes, effects, and preventions for drug abuse					I								M
C	27.	Classify living things by similarities and differences in physical and behavioral characteristics			I							M			
C	28.	Understand the functions of the circulatory, muscular, nervous, and reproductive systems: and name the organs associated with each						I				M			
C	29.	Understand the functions of and name the organs associated with the digestive, respiratory, and endocrine systems							I			M			
C	30.	Describe differences between plant and animal cells							I			M			

PHYSICAL SCIENCE SKILLS

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	31.	Match the senses of hearing, smell, taste, sight, and touch with their sensory receptors	X												
C	32.	Identify objects/substances by using the five senses	I	M											
C	33.	Classify on the basis of observation, objects as to those that sink and those that float	X												
C	34.	Identify colors of objects	X												
C	35.	Deduce that the apparent size of an object depends on its distance from the observer		I			M								
C	36.	Measure the length of objects in centimeters		I				M							

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	37.	Use a clock to state the time of day (hours and minutes)	I			M									
C	38.	Arrange objects in order from smallest to largest	I	M											
C	39.	Distinguish between objects made of one material and those made of more than one material (mixtures)	I		M										
C	40.	Measure the temperatures of various substances with a Celsius thermometer		I					M						
C	41.	Observe evidence of interactions such as between magnets and different objects, the process of dissolving, and color changes			I				M						
C	42.	Determine the mass of various objects on a balance	I								M				
C	43.	Measure time intervals using a clock			I			M							
C	44.	Describe through observation the characteristics of the three states of matter of substances	I						M						
C	45.	Observe that heat is transferred when substances melt, freeze, evaporate, and sublimate						I			M				
C	46.	Measure, record, and graph experimental results				I							M		
C	47.	Observe that objects change size when their temperatures change	I											M	
C	48.	Observe and describe evidence of chemical change				I							M		
C	49.	Define energy and discuss how energy can be transferred from one form to another					I								M

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	50.	Observe that light and sound are forms of energy transferred by waves					I							M	
C	51.	Observe and measure the motion of objects						I						M	
C	52.	Measure tha volume of objects using S.I. units						I		M					
C	53.	Identify common substances as acids or bases using litmus paper							X						
C	54.	Demonstrate that a mixture can be separated by physical means	I						M						
C	55.	Understand that forces occur in pairs: action/reaction						I			M				
C	56.	Understand that the weight of an object is the measure of gravitational force on the object				I				M					
C	57.	Understand the difference between static and current electricity						I			M				
	58.	Construct an operating electrical circuit						I			M				
C	59.	Diagram the basic parts of an atom						I			M				
C	60.	Distinguish between chemical and physical changes						I			M				
C	61.	Identify chemical elements and their symbols						I							
C	62.	Determine the number and types of atoms in a compound when given the formula						I					M		

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		EARTH-SPACE SCIENCE SKILLS													
	63.	Observe, record and describe weather differences in the various seasons	I			M									
C	64.	Classify objects according to their sizes, positions, and motion with respect to the observer (e.g. large-small, high-low, near-far, above-below, right-left, before-behind, fast-slow, around)	I		M										
C	65.	Recognize the sun as a major source of energy	I	M											
C	66.	Describe the relative positions and motions of the earth, sun, moon, and planets of the solar system				I				M					
C	67.	Define terms related to weather	I							M					
C	68.	Recognize the water cycle				I				M					
C	69.	Describe the effects of the motions of the earth around the sun on the seasons and on day and night					I			M					
C	70.	Discuss forces that affect the surface of the earth (e.g. wind, water)					I			M					
C	71.	Classify samples of rocks as igneous, sedimentary, or metamorphic					I			M					
C	72.	Describe fossil formation and discuss how scientists use fossils to gain information about the past					I			M					

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	73.	Recognize major cloud types and identify weather associated with each						I		M					
C	74.	Understand that most of the earth's energy comes from nonrenewable fossil fuels						I		M					
C	75.	Identify the positive and negative aspects of man's impact on the environment and its effect on living things						I		M					
	76.	Relate the benefits of space technology to daily life							I	M					
C	77.	Recognize an experimental design that identifies variables							I		M	M	M	M	M
C	78.	Demonstrate safe and appropriate uses of microscopes or hand lens (magnifying glass)	I									M			
C	79.	Recognize the structure and function of living things and their complexities (i.e. cells combine to form tissue, organs, and systems)					I					M			

The cell

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	80.	State functions of the cell membrane, cytoplasm including various organelles, nucleus, and cell wall (in plants)							I			M			
C	81.	Understand that plant cells carry on photosynthesis and that all cells carry on respiration and use energy						I				M			

(See page S-4 for table of abbreviations.)

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	82.	Describe cell growth and reproduction through the process of assimilation, mitosis, and/or meiosis							I			M			
C	83.	Recognize the necessity of plants for the transfer of energy from the sun to all living things on earth through the process of photosynthesis						I				M			
C	84.	Identify the interdependence of organisms in food chains, food webs, and energy pyramids							I			M			
	85.	Understand that many changes occur in the body during adolescence and that these changes can be positively or adversely affected by specific factors including diet, drug abuse, and sexual activity							I			M			
C	86.	Classify microorganisms as viruses, bacteria, or protozoa							I			M			
C	87.	Know characteristics of the major classification groups: monera, protist, fungi, plant, and animal kingdoms							I			M			
C	88.	Apply classification categories that may include kingdom, phylum, class, order, family, genus, and species							I			M			
C	89.	Identify characteristics of the vertebrate animals							I			M			
		EARTH SCIENCE													
	90.	Demonstrate the appropriate use of spectroscope and star charts								X					

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	91.	Recognize the vastness of the universe, earth's place in that universe, and the possible theories of its origin								X					
C	92.	Identify and describe star systems such as galaxies and constellations					I			M					
C	93.	Identify the sun as a star, understand its composition and its life cycle						I		M					
C	94.	Understand how physical factors such as air pressure, movement of heat, and the water cycle relate to changes in the weather							I	M					
	95.	Use weather maps for analyzing and predicting weather							I	M					
C	96.	Describe severe weather conditions and list appropriate safety measures for each								X					
C	97.	Describe the topographic features of the earth's crust						I		M					
C	98.	Identify the composition of ocean water and describe its movement such as in currents and tides								X					
	99.	Identify the ocean as a modern frontier and relate ocean resources to their possible uses in industry								I					M
C	100.	Describe what is meant by the atomic number and atomic mass of an atom								I	M				
C	101.	Define isotope and ion								I			M		
C	102.	Describe properties of minerals, uses of minerals and the relationship of rocks and minerals						I		M					

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	103.	Identify constructive processes which cause the land to be lifted up (e.g. mountain building, volcanoes, earthquakes)							I	M					
	PHYSICAL SCIENCE														
C	104.	Identify physical and chemical properties of matter (e.g. shape, density, melting point, boiling point, acidity, basicity, and reactivity)									I		M		
C	105.	Determine the arrangement of electrons, the number of protons and neutrons, the valence, and the chemical groups of specified elements using the periodic chart						I			M				
	106.	List the postulates of the kinetic molecular theory									I		M		
C	107.	Explain chemical bonding, chemical formulas, chemical equations									I		M		
C	108.	Classify compounds as acids, bases, or salts									I		M		
C	109.	Identify light and sound as examples of transverse and longitudinal wave types respectively									X				
C	110.	Define wave characteristics such as frequency, wavelength, and amplitude; and such wave phenomena as reflection, refraction, defraction, and interference									I			M	
C	111.	List technological applications of electricity and magnetism						I						M	M
C	112.	Describe simple and complex machines and solve work and power problems						I						M	M

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	113.	Explain the meaning of Newton's three Laws of Motion									I			M	
	114.	List possible career choices related to physical science									I				M
	BIOLOGY														
		Chemistry of life													
C	115.	List the essential elements required for living organisms					I					M			
C	116.	Classify compounds as inorganic or organic							I			M			
C	117.	Recognize that organic compounds include carbohydrates, lipids, and proteins and that these compounds are important to all living organisms						I				M			
		Mechanisms of inheritance (genetics)													
C	118.	Describe the principles of heredity							I			M			
C	119.	Discuss the mechanisms of hybrid (mono) crosses and probabilities							I			M			
	120.	Describe the functions of the nucleic acids involved in replication and protein synthesis										X			

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		Plant life													
C	121.	Understand the structural differences between lower (non-vascular) and higher (vascular) plants							I			M			
C	122.	Understand how to identify gymnosperms and angiosperms and to distinguish between monocots and dicots						I				M			
C	123.	Describe how plants reproduce asexually and sexually						I				M			
		Animal life													
C	124.	Identify characteristics of each group of invertebrates (i.e. sponges, coelenterates, worms, mollusks, arthropods, and echinoderms)						I				M			
C	125.	Determine the economic significance of the invertebrates (diseases, food, pests)						I				M			
C	126.	Name each of the seven vertebrate classes and identify characteristics of each						I				M			
		Organic changes													
C	127.	Understand principles that describe variation, adaptation, speciation, and mutation										X			

(See page S-4 for table of abbreviations.)

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		Ecological interactions													
	128.	Understand that the biosphere is divided into biomes consisting of abiotic and biotic factors										X			
C	129.	Describe how materials are recycled in an ecosystem										X			
		CHEMISTRY													
		Equations													
C	130.	Write balanced equations for typical chemical reactions (displacement, synthesis, decomposition)											X		
		Stoichimetry													
	131.	Calculate the number of moles and the number of atoms or molecules in a given mass											X		
C	132.	Use the molar relationship from a balanced equation to calculate the mass, volume, or number of moles of a product or reactant from a given mass or volume of a reactant or product											X		
C	133.	Use given atomic masses and a formula to calculate the molecular mass of a compound											X		
C	134.	Calculate from the formula of a compound the percent of an element in a compound											X		

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		Descriptive chemistry													
C	135.	Recognize trends and patterns relating to atomic structure, radius, activity, ionization energy											X		
		Energy and chemical changes													
	136.	Observe and describe energy relationships of chemical changes by incorporating appropriate units (calories, joules) and terminology (endothermic and exothermic relations)											X		X
C	137.	Understand the concepts of specific heat, heat of fusion, heat of vaporization, boiling point, and melting point											I	M	X
		Gases and gas laws													
C	138.	Define absolute or Kelvin scale, standard temperature, standard pressure, molar volume of a gas											X		
C	139.	Use the Gas Laws to solve problems with pressure, volume and absolute temperature											X		
		Kinetic molecular theory													
	140.	Observe and describe the diffusion of gases in terms of the kinetic molecular theory											X		

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		Atomic theory													
C	141.	Relate the electron configurations of any of the first 20 elements to periodic behavior											X		
C	142.	Draw the electron dot structure for any A group element											X		
		Bonding													
C	143.	Identify the bond formula between a pair of elements as ionic or covalent using a list of electronegative values and/or the periodic table											X		
	144.	Relate the bond type in a compound to its physical and chemical properties											X		
		Solutions													
C	145.	Identify and/or give examples of the following: solute, solvent, electrolyte, non-electrolyte, solubility, immiscible, miscible, saturated, supersaturated, unsaturated, molarity, polar, and nonpolar											X		
	146.	Calculate solution concentration in percent by mass and molarity											X		
	147.	Make experimental observations and use solubility rules to predict if a precipitate is formed upon mixing solutions of known chemicals and write the net ionic equation											X		

(See page S-4 for table of abbreviations.)

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		Equilibrium													
	148.	Classify reactions as reversible or nonreversible											X		
	149.	Predict the effect of changing conditions upon a chemical reaction at equilibrium (e.g. temperature, concentration of reactants)											X		
		Acids and bases													
C	150.	Use the Arrhenius and Bronsted-Lowry acid-base theories to classify bases and acids											X		
C	151.	Determine the pH of various given solutions							I				M		
C	152.	Write equations for neutralization reaction of strong acids and strong bases and name the salt formed											X		
		Oxidation-reduction and electrochemistry													
C	153.	Using the rules for assigning oxidation numbers, determine the oxidation number of any element											X		
C	154.	Given an oxidation-reduction reaction, identify the element oxidized, the element reduced, the oxidizing agent or the reducing agent											X		
	155.	Explain galvanic and electrolytic cells through the concepts of anion, cation, cathode and anode											X		

(See page S-4 for table of abbreviations.)

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
		PHYSICS													
		Introductory concepts													
C	156.	Distinguish between scalar and vector quantities and solve problems involving vectors utilizing graphical methods									I			M	
		Mechanics													
C	157.	Predict and verify the interrelationships among distance, time, velocity and acceleration for moving bodies using experimental, mathematical and graphical processes									I			M	
C	158.	Solve problems involving the relationships among force, mass, and kinematic quantities displacement, velocity, and acceleration									I			M	
C	159.	Use Newton's Laws of Motion to solve problems with force and motion									I			M	
C	160.	State the conservation law for kinetic and potential energy (mechanical energy) in the absence of friction and use it to solve problems									I			M	
C	161.	Mathematically solve problems involving the conservation of momentum in elastic and inelastic collisions in one and two dimensions												X	
	162.	Describe the transfer, conservation, and transformation of energy as illustrated in the 1st and 2nd laws of thermodynamics												X	

(See page S-4 for table of abbreviations.)

			K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
C	163.	Determine the force relationship between two masses utilizing the Universal Law of Gravitation									I			M	
		Waves													
	164.	Predict the path of a light wave incident upon a new medium on the basis of Snell's Law and the Law of Reflection												X	
C	165.	Identify the type, size and position of real or virtual images formed by lenses and mirrors using ray diagrams and/or the mirror and lens equations									I			M	
		Electromagnetic													
C	166.	Understand the force relationship between two charges as described by Coulomb's Law												X	
	167.	Understand that electric and magnetic fields have the potential to do work on charges												X	X
C	168.	Understand the interrelationship that exists between electric currents and magnetic fields									I			M	M
C	169.	Understand the meanings of the terms direct current and alternating current						I						M	M
	170.	Describe the operation of motors and generators												X	X
C	171.	Apply Ohm's Law to determine the current in branches of combined series-parallel circuits									I			M	M

(See page S-4 for table of abbreviations.)

K. - SKILLS FOR SCIENCE EDUCATION

		K	1	2	3	4	5	6	ES	PS	BIO	CHE	PHY	CS
	Modern													
172.	Understand that increased nuclear stability is gained through the emission of ionizing radiations												X	
173.	Understand that fission and fusion are processes that demonstrate the conversion of mass to energy									I			M	

(See page S-4 for table of abbreviations.)

Earth Science

The course in earth science will be taught in seventh grade and will focus upon the dynamic processes which shape and change the earth's surface. The course is naturally subdivided into three areas of study: geology, meteorology, and astronomy. An effort should be made to include information about the developing modern space program. Because of their importance to Mississippi, topics in oceanography and development of fossil fuel reserves should also be addressed.

Physical Science

This course is to be taught at the eighth-grade level and will focus on basic concepts in chemistry and physics on an introductory level.

Consumer Science

This course is recommended as a course for students who will not take chemistry or physics.

The course will provide a study of chemistry and physics as related to life experiences. It is designed to enable students to become better informed citizens on issues related to science, to develop scientific literacy, and to make wise decisions about science-related issues.

The following topics are suggested for inclusion in the course:

- Energy (sources, conservation, problems)
- Environmental Problems (air and water pollution, radioactive and and chemical wastes, etc.)
- Soil Chemistry
- Synthetic Materials (plastics, fibers, etc.)
- Use and Misuse of Medicinal Drugs
- Simple and Complex Machines; Motors
- Electricity (house wiring, electric bills, conservation, power)
- Nutrition and Health (as related to chemistry)
- Regional Career Education (as related to physical sciences)

Biology

This course is intended to provide knowledge of living organisms to help the student understand himself and his relationship to his biome. Major areas of study in the course include the chemistry of life, the cell, mechanisms of inheritance, classification of living creatures, plant and animal life, organic changes over time, and ecological interactions among living creatures. A laboratory component will allow the student to directly study living organisms and practice the processes of observation, classification, and appropriate laboratory techniques. Presentation of the material should emphasize the scientific method of investigation.

Chemistry

This course is intended to provide the student with an overview of the properties and reactions of matter. Major areas of study include the metric system and scientific notation; symbols, formulaes and nomenclature; chemical equations; stoichiometry; energy transformation; the gas laws; kinetic molecular theory; chemical bonding; chemistry of solutions; chemical equilibrium; acid-base theory; oxidation-reduction reactions; electrochemistry; and atomic theory. A laboratory component is intended for the student to directly observe chemical reactions and verify chemical theories. The student will be called upon to practice both inductive and deductive thinking in order to master the course content.

The minimum mathematics required for success in this course is Algebra I. It is strongly suggested that Algebra II be taken prior to or concurrent with enrollment in Chemistry.

Physics

Physics, as the study of matter and energy, treats topics in mechanics, waves, electricity and magnetism, and atomic and nuclear physics. Because a large portion of the course involves solving quantitative problems, requisite courses in mathematics are Algebra II and Trigonometry. Laboratory component allows the student to directly observe physical situations that exemplify theoretical concepts and physical laws studied in class.

ADVANCED SCIENCE

The advanced science heading should be utilized to encompass the courses that transcend the introductory biological or physical courses, having one of the introductory courses as a prerequisite. The local school district will thereby have flexibility in determining its community's needs and purposes. These advanced courses included are Advanced Biology, Advanced Chemistry, Advanced Physics, and Advanced Topical Science. The following strands are to be evident in each of these courses:

> research projects will be conducted using scientific processes such as hypothesizing, library research, controlling variables, interpreting data, drawing conclusions and communicating findings

concepts that were included in the introductory course will be examined in depth

critical thinking skills will be practiced utilizing analysis, synthesis, inferring, and divergent and convergent thinking.

Advanced Biology

The advanced biology course should consist of an in-depth study of special topics. These topics must include those listed below, but others may be added.

Human Anatomy and Physiology

- locomotion
- circulation
- digestion
- excretion
- respiration
- regulation
- reproduction (including embryology)

Advanced Genetics

- genetic laws and principles (overview)
- genetic disorders
- population genetics
- genetic engineering
- genetic counseling

Botany

- reproduction and development
- photosynthesis
- plant classification
- plants: other factors (i.e. response, movement of materials)

Microbiology

- human disease and immunity
- bacteria
- viruses
- protozoa
- techniques in microbiology

Advanced Chemistry

Advanced Chemistry is designed to provide the student with an opportunity to study chemistry topics in-depth. These topics must include those listed below but others may be added.

Overview

- oxidation-reduction
- reaction kinetics
- molecular structure (bonding, orbitals, isomers)

Electrochemistry

- electrolytic solutions
- potentials (i.e. redox, electrode, cell)
- Faraday's Law

Nuclear Chemistry

- transmutation
- radioactive tracers
- industrial applications
- detection of radiation using geiger counter, detection badges, and scintillation counter

Organic Reactions

- hydrocarbons
- organic oxygen and nitrogen compounds
- nomenclature
- polymers

Environmental Chemistry

- water and air pollution
- waste disposal
- thermal pollution
- acid-rain

Qualitative Analysis

- separation and identification of common cations and anions
- flame tests
- spot tests
- chromatography

Advanced Physics

The second year high school physics course should build on the basic course and reflect the interests and abilities of the teacher and students. Topics covered in the basic course can be treated with more depth and rigor. The list of possible topics may also include:

Electronics

- semiconductors
- transistors - solid state devices
- amplifying and resonating circuits
- microcomputers
- logic circuits
- operational amplifiers
- use of the oscilloscope and other apparatus

Nuclear Science

- strong nuclear force
- transmutations during nuclear decay
- E = mc2
- detection and scaling of radiations

Quantum Theory

- photoelectric effect
- wave-particle duality
- lasers

Astrophysics

- plasma
- fusion reactions
- star types
- life cycle of a star

Thermodynamics

- 1st and 2nd Laws
- efficiency during energy changes in engines

Advanced Topical Science

This course will be composed of topics selected from the subject areas listed below. A first-year course in the subject will have been completed by all students enrolled in an advanced topical science. Either one-half unit or one unit of credit may be earned for participation in these courses.

Advanced Placement Chemistry
Advanced Placement Physics B
Advanced Placment Physics C
Advanced Placement Biology
Aerospace Studies
Astronomy
Biochemistry
Botany
Comparative Anatomy
Ecology
Geology
Honors Science
Human Anatomy and Physiology
Marine Science

SCIENCE COURSES

FOR

MISSISSIPPI SCHOOLS

Grade Level	Course Name	Credits
7	Earth Science	0
8	Physical Science	0
9, 10, 11 or 12	Consumer Science	1
9 ,10 ,11 or 12	Biology	1
10, 11 or 12	Chemistry	1
11 or 12	Physics	1
10, 11 or 12	Advanced Biology	1
11 or 12	Advanced Chemistry	1
12	Advanced Physics	1
10, 11 or 12	*Advanced Topical Science	½ or 1

*Advanced Placement Chemistry
Advanced Placement Physics B
Advanced Placement Physics C
Advanced Placement Biology
Aerospace Studies
Astronomy
Biochemistry
Botany
Comparative Anatomy
Ecology
Geology
Honors Science
Human Anatomy and Physiology
Marine Science

Social Studies

PHILOSOPHY AND AIMS OF TEACHING SOCIAL STUDIES

IN MISSISSIPPI

Social studies is a basic subject of the K-12 curriculum that (1) derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world; (2) draws its content primarily from history, the social sciences, and, in some respects, from the humanities and science; and (3) is taught in ways that reflect an awareness of the personal, social, and cultural experiences and developmental levels of learners. (NCSS Guidelines, 1983)

The foregoing philosophy embodies contemporary professional thinking regarding the nature and purposes of social studies. It clearly focuses the purposes of social studies on citizenship education. It recognizes the need to deal with social studies content from a global perspective. Although the philosophy identifies history, the social sciences, humanities, and science as major sources of subject matter, it does not make the study of these disciplines an end in itself. Finally, the philosophy invites attention to the personal dimension of social studies in calling for teaching procedures that link it to the backgrounds and developmental levels of learners. (NCSS Guidelines, 1983).

GOALS FOR TEACHING SOCIAL STUDIES

IN MISSISSIPPI

The basic goal of social studies education is to develop a rational, humane citizen who can function effectively in a world which has become interdependent. It should be planned to provide a continuous approach to learning from the kindergarten through the twelfth grade level. Social studies programs should prepare students to identify, understand, and work to solve problems that face our nation and world. The program should include goals in knowledge, democratic values, and skills.

The following are important areas of knowledge from which information goals for social studies should be selected:

History -- of the United States and the world; understanding of and learning to deal with change

Geography -- physical, political, cultural, economic; world-wide relationships

Government -- theories, systems, structures, processes

Law -- civil, criminal, Constitutional, international

Economics -- theories, systems, structures, processes

Anthropology and **Sociology** -- cultures, social institutions, the individual, the group, the community, the society

Psychology -- the individual in intergroup and interpersonal relationships

Humanities -- the literature, art, music, dance, and drama of cultures

Science -- the effects of natural and physical science on human relationships
(NCSS Guidelines, 1983)

Democratic processes include the practice of due process, equal protection, and civic participation, and are rooted in such values as:

Justice
Equality
Responsibility
Rule of Law
Freedom
Diversity
Privacy
International Human Rights (NCSS Guidelines, 1983)

Skills essential to citizen participation can be grouped in a problem-solving sequence in the following major categories:

Skills Related to Acquiring Information

Ready skills
Study skills
Reference and information-search skills including the use of maps, globes, charts, tables, time-lines
Technical skills unique to the use of electronic devices (NCSS Guidelines, 1983)

Skills Related to Organizing and Using Information

Comparing things, ideas, events, and directions
Classifying or grouping items
Asking appropriate questions
Interpreting information
Analyzing information
Summarizing information
Evaluating information
Making decisions (NCSS Guidelines, 1983)

Skills Related to Interpersonal Relationships and Social Participation

Skills related to interpersonal relationships
Expressing personal convictions
Interacting effectively with a group
Accepting responsibility
Respecting the rights of others (NCSS, 1983)

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Social Participation Skills

Keeping informed on issues which affect society
Identifying situations in which social action is required
Working individually or with others to decide on an appropriate course of action (NCSS, 1983)

Goals for social studies K-12 are targeted on educating citizens to become informed, to develop skills necessary for citizen participation in social, civic, and political processes, and to embrace the values and beliefs that characterize citizens in a democratic society. Democracy thrives on citizen involvement and constructive social criticism; therefore, social studies should leave students with a feeling of responsibility to involve themselves in social, civic, and political affairs. (NCSS Guidelines, 1983)

LIST OF ABBREVIATIONS FOR SOCIAL STUDIES EDUCATION

MSH = Mississippi History

WC = World Cultures

US1 = U.S. History to 1877

MSG = Mississippi State and Local Government

US2 = U.S. History - 1877 to Present

USG = U.S. Government

AMH = Ancient and Medieval History

ECO = Economics

GEO = Geography

GLB = Global Studies

LRE = Law-Related Education

MIN = Minority Studies

AMD = Problems of American Democracy

PSY = Psychology

SOC = Sociology

WH = World History

HUM = Humanities

INT = Introduction to Social Studies

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L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

I = Introduce   M = Master   X = I/M
C = Core Item

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Elementary Social Studies													
		Myself													
C	1.	Recognize the 5 senses	I		M										
	2.	Recognize basic human emotions, of anger, happiness and unhappiness	I		M										
		My family													
C	3.	Name the members of one's family	X												
	4.	Describe the basic home chores of each family member	X												
	5.	Recognize that family members are dependent on each other	I		M										
		My environment													
C	6.	Name teacher and principal	X												
C	7.	Name the school attended	X												
C	8.	Tell home address	X												
C	9.	Tell home phone number	X												

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Individual worth, dignity, and responsibility													
10.	Distinguish between right and wrong behavior	I												
11.	Define ethnic		I						M					
12.	Describe how obeying school rules helps all the students	I	M											
	Social interdependence													
13.	Name some community social activities such as ballgames, church, YMCA, etc.	I	M											
	Economic interdependence													
14.	Name several businesses that a family depends on such as grocer, dry cleaner, service station attendant	X												
15.	Describe interdependence	I						M						
	Relationships of individuals and groups to neighborhoods													
	Interdependence													
16.	Tell how people work together	I		M										
17.	Discuss how members of a family can disagree and remain compatible	I												
18.	State ways people work together to obtain basic needs	I		M										

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Communication													
	19.	State several methods of communication such as television, telephone, radio, newspaper, etc.	I		M										
	20.	Describe changes in communication systems during the past century	I						M						
		Production													
	21.	Define production			I			M							
C	22.	Identify whether certain professions produce goods or services			I			M							
	23.	Compare production methods of a century ago with today			I		M								
		Transportation													
	24.	Name several methods of transportation such as airplanes, automobiles, and ships	I		M										
	25.	Tell how transportation methods have helped change American life	I					M							
		Consumption													
	26.	Define consumption			I			M							
C	27.	Identify a consumer			I			M							

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	28.	Name several consumer goods such as food, clothing, pencils, paper, etc.			I			M							
		Cultural development													
		Individual and groups in a global setting													
	29.	Define culture	I							M					
	30.	Recognize ways in which people have learned from each other	I							M					
		Geographic information													
		Individuals and groups in a global setting													
C	31.	Know geographical location of community relative to state and nation	I					M							
	32.	Describe the physical features of one's community	I							M					
C	33.	Use basic map skills (globes, maps, oceans, continents, and major directions)	I								M				
		Economic development													
		Individuals and groups in a global setting													
C	34.	Describe ways your community satisfies needs for food, clothing, and shelter	I							M					

			K	1	2	3	4	5	6	7	8	9	10	11	12
	35.	Recognize basic work opportunities in your community which are derived from the use of natural resources	I								M				
		Events and people from the past which help one develop an understanding of current world situations													
C	36.	Recognize how the environment determines or influences how people make a living	I					M							
	37.	Explain how skills needed by workers have changed	I			M									
		Political development													
		Interdependence at local, state, national and international levels													
	38.	Identify citizens' responsibility to the community, state, and nation	I												
	39.	Know consequences of violating laws of the community, state, and nation	I												
		Events and people from the past which help one develop an understanding of present world situations													
	40.	Describe political events that led people to settle in certain areas of the world i.e. explorers to the New World and settlers to the west			I										

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Physical features													
	Geographic regions of the world													
C 41.	Locate and describe landforms, hemisphere, equator, prime meridian, latitude, longitude, and time zones				I					M				
	Development of cultural regions of the world from a historical perspective													
42.	Identify contributions of various cultures		I						M					
43.	Describe the impact of physical features on selected cultures, past and present					I			M					
	Climate													
	Geographic regions of the world													
44.	Describe climates of various regions				I				M					
45.	Describe how people adapt to their region because of climate				I				M					
	Development of cultural regions of the world from a historical perspective													
46.	Describe how man's cultural activities are affected by climate					I			M					

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Agriculture													
	Geographic regions of the world													
47.	Indicate reasons for crop choices for selected regions					X								
48.	Compare the industry and agriculture of selected regions					X								
	Economics													
	Geographic regions of the world													
49.	Explain the economic importance of selected regions of the world					X								
50.	Indicate reasons for occupational choices in selected regions of the world		I				M							
51.	Describe how transportation and communication have contributed to economic growth in selected regions					X								
	Economics													
	Development of an understanding of cultural regions of the world from a historical perspective													
52.	Explain how selected societies have overcome their economic deficiencies through resourcefulness					X								
53.	Identify economic contributions of selected cultures to world civilization					X								

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
		Emphasize the diversity of the United States as a nation													
		Geography													
C	54.	Identify the major regions of the U.S. (Northeast, Middle West, Middle Atlantic, Southeast, South Central, Rocky Mountain, and Pacific)						X							
	55.	Place states within major U.S. regions						X							
	56.	Place major U.S. cities within the states in which they are located (e.g. New York City, Chicago, Atlanta, Los Angeles, Boston, San Francisco, Miami, New Orleans, Dallas, Houston)						X							
C	57.	Locate major rivers (e.g. Mississippi, St. Lawrence, Colorado, Hudson, Ohio, Missouri, Columbia, Rio Grande)						X							
C	58.	Locate major mountain ranges (e.g. Rockies, Appalachians)						X							
	59.	List the names of the Great Lakes and place them in appropriate region						X							
	60.	Identify the major economic enterprise of each U.S. region						X							
C	61.	Interpret maps, globes, charts, and graphs	I							M					

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
	Culture													
62.	Identify the cultural groups of the U.S.						I							
63.	Identify some of the contributions of the various cultural groups						I							
	Ethnicity													
64.	Define the term ethnic group						X							
65.	Identify major ethnic groups in the U.S.						X							
66.	State all Americans share certain beliefs, including the idea that all individuals have worth and dignity	I												
	Important individuals and groups who have contributed to the past and present development of the U.S.													
	Political developments and individuals													
C 67.	Identify the Declaration of Independence						I			M				
C 68.	Identify the U.S. Constitution as the highest law in the U.S.						I			M				
69.	Explain that Americans believe in freedom of speech, religion, and press	I								M				
70.	Explain the importance of the Mayflower compact						I			M				

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	71.	Identify the contributions of some important Americans (Benjamin Franklin, George Washington, Thomas Jefferson, James Madison, Abraham Lincoln, Martin Luther King, Jr., Patrick Henry)						I			M				
		Social developments													
	72.	Define civil rights, suffrage, women's movement, abolition, stereotype						I						M	
	73.	Identify leaders of various social movements (e.g. Dorothea Dix, Susan B. Anthony, Elizabeth Cady Stanton, Theodore Weld, Frederick Douglass, Booker T. Washington, William Loyd Garrison, Harriet Tubmoor)						I			M				
	74.	Introduce major events in the civil rights movement beginning with the abolition movement through the 1970's						I							
		Economic developments													
C	75.	Define the terms capitalism and free enterprise						I						M	
	76.	Define the term labor union						I						M	
	77.	Discuss the contributions of major industrial, transportation, communication, and labor leaders (e.g. Eli Whitney, Andrew Carnegie, Henry Ford, John D. Rockefeller, Cornelius Vanderbilt, Samuel Gompers, John L. Lewis, Mary Harris "Mother" Jones, Robert Fulton, Samuel Morse, and Alexander G. Bell)						I				M			

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

			K	1	2	3	4	5	6	7	8	9	10	11	12
	78.	Describe the impact of the early development of communication (e.g. telephone and telegraph) on the settlement and economic development of the U.S.						I			M				
		Emphasize selected peoples and cultures of Canada and Latin America													
		Geographical regions													
C	79.	Locate on a map Canada, U.S., Mexico, Central, America, America, the West Indies and South America							X						
	80.	Locate on a map the countries and major cities of Latin America							X						
	81.	Locate the physical features of Latin America on a map							X						
C	82.	Locate the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle							X						
	83.	Explain why the Tropic of Cancer and Tropic of Capricorn are located at 23½ degrees N and S of the equator							X						
C	84.	Explain the following terms: isthmus, delta, bay, island, peninsula				I			M						
	85.	Explain the factors that effect the climate of Canada and Latin America							X						

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
86.	Recognize how physical features can enhance or limit transportation and communication in Canada							X						
87.	Name and locate on a map the provinces of Canada and their capitals							X						
88.	Name and locate on a map the capital city of Canada							X						
89.	State that the boundary between Canada and the U.S. is unguarded							X						
90.	Describe the climactic regions of Canada							X						
91.	Identify the southeastern region of Canada as the most populated							X						
92.	Locate and explain the importance of the St. Lawrence Seway							X						
C 93.	Define import and export	I						M						
94.	Define tundra, prairie, steppe, and savanna							X						
	Historical development													
95.	Describe the Aztec, Mayan, and Incan civilizations of Latin America							X						
96.	Identify Europeans who explored Canada and Europeans who explored Latin America							X						
97.	Name the native Indian tribes of Canada							X						

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
98.	Describe the effect of the French and Indian War and the American Revolution on Canada							X						
99.	Discuss the Spanish-American War							I					M	
C 100.	Define dictator, dictatorship							X						
101.	Discuss current political problems in Central America							I						
	Economic development													
102.	Name major mineral resources of Canada and Latin America							X						
103.	Explain the role of furs in Canada's history							X						
104.	Explain the importance of fishing and lumbering to Canada's economy							X						
105.	Explain how economics contributes to political problems in Latin America							X						
106.	List main imports and exports for Canada and Latin America							X						
107.	Explain how the nations of North and South America are economically interdependent							X						
	Political development													
108.	Identify the Organization of American States							X						

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		K	1	2	3	4	5	6	7	8	9	10	11	12
109.	Recognize that an uneducated populace is a hindrance to self-government							X						
110.	Recognize the role of the Monroe Doctrine in Latin America							I					M	
111.	Recognize similarities between Canada's parliamentary form of government and the U.S. government							X						
112.	Identify how the nations of North and South America are politically interdependent							X						
	Value systems													
113.	Identify the Roman Catholic Church as the major religious group in Latin America							X						
114.	Indicate the influence of Indians on Canadian and Latin American culture							X						
C 115.	Identify Spanish as the major language of Latin America							X						
116.	State that Portuguese is the official language of Brazil							X						
C 117.	Identify English and French as the two official languages of Canada							X						

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	MISSISSIPPI HISTORY																		
	Develop state and national patriotism through a better understanding of the people, resources, customs, traditions, and contributions of Mississippi to the growth of the nation																		
	Geography																		
118.	List, describe and locate Mississippi's geographical regions	X																	
119.	List and locate Mississippi's major rivers and lakes	X																	
C 120.	Locate Mississippi on a U.S. map and label our neighboring states	M																	
C 121.	Name Mississippi's capital	M																	
	Colonial period																		
122.	Describe the cultures of the 3 major Indian tribes that lived in Mississippi (Natchez, Choctaw, Chickasaw)	X																	
123.	Describe the roles of France, Spain and England in the settlement of the state	X																	

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(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Early statehood																		
124.	Describe the culture of antebellum Mississippi from 1800-1860 (e.g. the role of religion, education, intellectual life, architecture in everyday life)	X																	
125.	Identify the state's early political leaders	X																	
126.	Describe the removal of Mississippi Indians	X																	
127.	Describe the role of Mississippi in the Mexican War	X																	
	Civil War																		
128.	Recognize the importance of cotton in the pre-war economy	X																	
129.	Describe the institution of slavery	X																	
130.	Recognize the immediate events that led to secession	X																	
131.	Identify the major Civil War battles that occurred in Mississippi	X																	
132.	Identify important Mississippians who participated in the Civil War	X																	

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Reconstruction																		
133.	Define Reconstruction, the black code, carpet baggers, redeemers	X																	
134.	Describe the military occupation of Mississippi	X																	
135.	Recognize the economic impact of the Civil War and Reconstruction	X																	
136.	Recognize the changes that occurred in education during Reconstruction	X																	
	From Reconstruction to World War I																		
137.	Describe the major features of the 1890 Constitution	I																	
138.	Describe the impact of political leaders of the early 20th century	X																	
	Since World War I																		
139.	Identify major political leaders since World War I	X																	
140.	Identify changes in agriculture	X																	
141.	Discuss improvement in race relations	X																	

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
Cultural development																		
142. Identify significant Mississippi authors	X																	
143. Identify significant artists	X																	
Provide experiences to gain an appreciation of Mississippi heritage																		
Develop factors that have influenced the growth of the state																		
144. Recognize changes in public education in Mississippi	X																	
145. Identify areas of significant industrial development	X																	
146. Identify the growth of the major population centers	X																	

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
WORLD CULTURE																		
Provide for further development of social studies skills																		
General characteristics of regions and subregions of the world																		
147. Recognize the major physical features of Europe, Asia, Africa, and Oceana (e.g. rivers, mountains, lakes, and seas)		M																
148. Recognize similarities and differences in the ways that various groups of people adapt to their environment (e.g. Bantu tribesmen, Europeans, Asians, Aborigines)		M																
149. Describe features of the world's major religious groups (e.g. Christianity, Hinduism, Islam, Buddhism, and Judaism)		X																
150. Identify contrast various types of economic systems (e.g. socialism and capitalism)		I																
151. Recognize similarities and differences if democracy and communism		I																

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	UNITED STATES HISTORY - TO 1877																		
	Geographical regions																		
C 152.	Locate U.S. on map of North America			M															
153.	Locate English colonies on U.S. map			X															
	Pre-Columbian - European Influence																		
154.	Describe manorial life about the year 1000			X															
155.	Discuss the role of the church			X															
156.	Indicate the growth of towns and cities as an outgrowth of Crusades			X															
	Exploration																		
157.	Locate early trade routes to the east			X															
C 158.	Identify explorers such as da Gama, Columbus, and Balboa, Diaz, DeSoto, Coronado, LaSalle, Champlain, Marquette, and Joliet along with their accomplishments			X															
	Colonization																		
C 159.	Name the first permanent English settlement in the New World			X															
160.	Recognize the roles of European countries, such as Spain, France and England, in settling the Americas			X															

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
Colonial life																		
161. Describe the colonial developments in the U.S., such as religious tolerance, self government and education			X															
162. Explain the diversity of people in colonial America			M															
Revolutionary era																		
C 163. Recognize the events that led to the American Revolution			X															
164. Recognize the restrictions and regulations placed on the colonies by England			X															
165. Explain the meaning of taxation without representation			X															
Nationalism																		
166. Explain how the struggle for independence created union			X															
167. Describe the systems of government in the new nation (e.g., under the Articles of Confederation and Constitution)			X															
168. Trace the development of strong spirit of nationalism			X															

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	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
Sectionalism																		
169. Explain how the forces of expansion led to sectional conflict and war			X															
C 170. Explain why the South wanted to keep a balance of power between the number of slave and free states			X															
Civil War and Reconstruction																		
171. Explain why Lincoln's presidential election led to secession of southern states and the outbreak of war			X															
172. Recognize causes and results of the Civil War			X															
C 173. Recognize major battles and important leaders of the Civil War			X															
174. Explain the economical, social and political changes of sections of the U.S. after the Civil War			X															

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	MISSISSIPPI STATE AND LOCAL GOVERNMENT																		
	Mississippi Constitution																		
C 175.	Identify the date of adoption				X														
176.	Compare the Mississippi Constitution and the U.S. Constitution as to length and format				X														
177.	Describe the major features of the 1890 Constitution				M														
	Legislative branch																		
C 178.	Define legislative, bicameral, census, separation of powers, system of checks and balances, bill, and veto				I														
C 179.	List the two houses of the Mississippi Legislature				X														
180.	List the qualifications for the members of the House of Representatives				X														
C 181.	Identify the title of the principal officer of the Mississippi House of Representatives				X														
182.	Identify the duties of members of the House of Representatives				X														
C 183.	State the length of term of a member of the House of Representatives				X														

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
184.	Explain the apportionment of representatives in the districts				X														
185.	Identify the year for state elections				X														
186.	Understand the purpose of committees				I														
187.	Describe how a bill becomes a law in Mississippi				X														
188.	List the qualifications of senators				X														
C 189.	Identify the principal officers of the Mississippi Senate				X														
190.	State the number of senators				X														
191.	Explain the apportionment of senators in the districts				X														
192.	Explain the duties of senators				X														
193.	State the time and length of the session of the Mississippi Legislature				X														
194.	List several major sources of revenue				X														
195.	List the major expenditures for state government				X														

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Executive branch																		
C 196.	Define executive				I														
C 197.	List the elected executive positions in state government				X														
198.	Explain the method for electing the governor				X														
199.	List the qualifications for governor				X														
C 200.	List the duties and powers of the governor				X														
C 201.	List the duties of the lieutenant governor				X														
202.	List the major duties of the attorney general, secretary of state, state auditor of public accounts, commissioner of agriculture and commerce, highway commissioners, and public service commissioners				X														
203.	Identify the three districts for electing highway commissioners, public service commissioners, and Mississippi Supreme Court justices				X														
204.	Explain how executive officials may be removed from office				X														
	Judicial branch																		
205.	Define judicial, original jurisdiction, appellate jurisdiction				I														
C 206.	Define petit jury, grand jury				X														

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 207.	Define civil case and criminal case and state an example of each				X														
C 208.	List the names of state courts				X														
209.	Describe the jurisdiction of the justice court, municipal courts, county courts, chancery courts, circuit courts, and the Mississippi Supreme Court				X														
210.	Explain the method of selecting judges				X														
211.	State how the qualifications for justice court judges differ from all others				X														
212.	Describe how decisions are made by the Mississippi Supreme Court				X														
	Election process																		
C 213.	List the qualifications for voting				X														
C 214.	Identify the place to register to vote				X														
C 215.	Define precinct, poll				X														
216.	Explain the primary election system				X														
217.	Explain the general election				X														
218.	State the time of primary and general elections				X														

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	County government																		
C 219.	State the number of counties in Mississippi				X														
220.	Label the counties on a map				X														
221.	Identify the source from which the power and structure of county government is derived				X														
222.	List several sources of revenue for county government				X														
223.	List several major expenditures for county government				X														
224.	Define ad valorem, mill, assessment				X														
C 225.	State the number of districts in the county				X														
226.	Explain the duties and powers of the board of supervisors				X														
227.	Explain the method of selecting county officials and state the length of term				X														
228.	Explain the duties of the sheriff, chancery clerk, tax assessor and collector, coroner, constable, and county attorney				X														
	Municipal government																		
229.	Define municipal, ordinance				X														
230.	List and explain the 3 types of municipalities				X														

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
231.	Identify the source of power for municipal government				X														
232.	List the functions of the mayor and board of aldermen				X														
233.	List the functions of the commissioners in a commission form of government				X														
234.	List the functions of council members and the manager in a council-manager form				X														
235.	Explain how municipal officials are selected				X														
236.	List the major sources of revenue for municipalities				X														
237.	List the major expenditures for municipalities				X														
	Mississippi politics																		
C 238.	Identify the two major political parties				X														
C 239.	Define political party				X														
240.	Explain why some Mississippians do not adhere strictly to voting along party lines in national elections				X														

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
241.	Identify the terms liberal, conservative, radical, reactionary, moderate				X														
242.	Contrast the distribution of power between the three branches of state government				X														
	Citizenship rights and responsibilities																		
C 243.	Define citizen				X														
244.	Describe the civil liberties and civil rights of Mississippians such as personal freedoms, security, the right to hold private property, the right to obtain an education, the right to hold a job				I														
245.	List several responsibilities of citizens such as voting, obeying the laws, serving on juries, paying taxes, testifying in court, staying informed, offering oneself for public office				I														

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	UNITED STATES HISTORY - 1877 TO PRESENT																		
	American culture																		
246.	Identify the various cultural groups of the U.S.					M													
247.	Identify some of the contributions of the various cultural groups					M													
	Industrial Revolution																		
248.	Explain the effects of industrial growth on the people					X													
249.	Discuss the problems that developed from the growth of business and industry and the attempts of government to solve them					X													
	Imperialism																		
C 250.	Explain the concept of imperialism					X													
251.	Show why the U.S. turned from isolationism to imperialism					X													
	Foreign entanglements																		
252.	Discuss the Spanish-American War					M													
253.	Identify the Organization of American States					M													
C 254.	Explain the role of the Monroe Doctrine in Latin America					M													

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 255.	List the causes of World War I from U.S. and European standpoint					X													
C 256.	Describe the role of the U.S. in W.W.I.					X													
	"Golden Twenties"																		
257.	Describe the "Golden Twenties"					X													
258.	Explain the U.S.'s rejection of world leadership					X													
	Depression and socialism																		
C 259.	Explain the causes of the Great Depression					X													
260.	Describe the effects of the Great Depression					X													
261.	Identify socialism					X													
	The New Deal and World War II																		
C 262.	Explain what the New Deal was					X													
263.	Explain the effect of the New Deal and WW II on economic recovery					X													

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Democracy vs. totalitarianism																		
C 264.	Explain democracy					M													
265.	Explain totalitarianism					X													
266.	Describe the rise of totalitarianism in Europe and Asia					X													
	World power																		
267.	Explain how the U.S. reached the status of world power					X													
268.	Describe the U.S.'s involvement in W.W.II					X													
	The new era 1945 - present																		
269.	Describe some of the domestic problems the U.S. faces					X													
270.	Explain the U.S.'s role in world affairs					X													
271.	Discuss the economic conditions of contemporary America					X													
272.	Describe the political situation of contemporary America					X													

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
UNITED STATES GOVERNMENT																			
	Basic principles																		
273.	Explain the principle that good government is ruled by the majority but considers the rights of the minority						X												
274.	Explain the principle of "rule of law"						X												
C 275.	Explain the principle of popular sovereignty						X												
	American heritage																		
276.	List at least three nations from which American democratic ideals were derived						X												
277.	Describe the following documents developed in England whose precepts are incorporated in the U.S. Declaration of Independence and/or the Constitution: Magna Carta (1215), Bill of Rights (1689), Petition of Right (1628)						X												
C 278.	Describe the Declaration of Independence and its significance						X												
279.	Explain the importance of the Articles of Confederation in shaping U.S. government						X												
280.	Describe the Constitutional Convention of 1787 and the compromises reached in establishing the present day U.S. Constitution						X												

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Modern political and economic systems																		
C 281.	Define government, politics, economics						M												
282.	List and describe the characteristics of governments classified according to the geographic distribution of power: unitary, confederate, federal						M												
283.	List and describe the characteristics of governments classified according to the chief executive's relationship to the legislative branch of government: parliamentary, presidential						M												
284.	List and describe the characteristics of governments classified according to the ultimate source of power: democracy, dictatorship						M												
C 285.	Define capitalism						M												
286.	List and describe the characteristics of capitalism: ownership of private property, competition, limited role of government						M												
287.	List and describe the characteristics of socialism, Marxian Communism, and Fascism						X												
	Principles of constitutional government																		
C 288.	Describe the system of separation of powers						M												

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 289.	Describe the basic features of the American system of checks and balances						M												
C 290.	Define popular sovereignty, limited government, "rule of law," and federalism						X												
C 291.	Explain the principle of judicial review						M												
C 292.	Explain bicameralism						M												
293.	Explain advantages and disadvantages of a federal system						M												
294.	Describe delegated powers, "implied" powers, judicial review, and the process for amending the U.S. Constitution						M												
295.	Describe the historical background and subject of each of the 26 formal amendments to the U.S. Constitution						X												
	Civil rights																		
C 296.	Define civil rights						M												
297.	List and explain several civil rights: those rights because we exist such as the right to security, education, job, home, health						M												
298.	Explain how the American perspective toward civil rights has changed in the past century						M												
C 299.	Describe the basic rights guaranteed to each citizen in the U.S. Bill of Rights						X												

(See page SS-4 for table of abbreviations.)

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
300. Explain this statement: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness."						X												
Citizenship																		
301. Identify how the U.S. Constitution defines citizenship						X												
C 302. Distinguish between an alien and a citizen						X												
303. Define naturalization						X												
304. List the steps in the naturalization process						X												
C 305. List and explain the ways citizenship may be lost						X												
306. Explain the contributions of immigrants and naturalized citizens to American society						M												
Politics and political parties																		
307. Describe the basic aims and functions of political parties						M												
308. Describe the role of the minor party (third party) and its importance in the two-party system						X												

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
309.	Describe the structure and organization of political parties						X												
310.	Describe the role of political parties in the lawmaking process						X												
311.	Explain the sources of party finances						X												
	Citizenship in action																		
C 312.	List the qualifications for voting in federal and state elections						M												
C 313.	Identify the site for voter registration						M												
C 314.	Define patriotism						X												
315.	Describe the importance of public opinion in shaping government policy						X												
316.	Explain how public opinion is formed						X												
317.	Identify the methods of measuring public opinion						X												
C 318.	Identify the date for federal elections						X												
319.	List several characteristics of pressure groups						X												
320.	Describe the impact of propaganda on public opinion						X												
321.	Define lobby, and lobbyist						X												

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
322.	Describe the role of lobbyists in the lawmaking process						X												
323.	Define constituent						X												
	Legislative branch: U.S. Congress																		
C 324.	Explain the main duty of the legislative branch of government						X												
C 325.	Explain the difference between bicameral and unicameral legislative bodies						X												
C 326.	Name the two houses of Congress						X												
C 327.	State the number of U.S. Senators and Representatives in Congress						X												
328.	Compare the constitutional qualifications for membership in the U.S. House of Representatives and U.S. Senate						X												
C 329.	State the term of office for U.S. Representatives and Senators						X												
330.	Describe the process of reapportionment for Congressional elections						X												
331.	State the title of the principle officer of the House of Representatives and his duties						X												
332.	State the title of the principle officer of the U.S. Senate and his duties						X												

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
333.	Differentiate between a "term" and "session" of Congress						X												
334.	Explain the powers of Congress as listed in Article I Section 8 of the U.S. Constitution						X												
335.	Describe the importance of the "elastic clause" of the constitution as it relates to implied powers of Congress						X												
336.	Explain the difference between a "bill" and "resolution"						X												
337.	List and explain the major steps in how a bill becomes a law						X												
338.	Explain the investigative powers of Congress						X												
339.	Describe the roles of a U.S. Congressman and U.S. Senator						X												
	Executive branch: the Presidency																		
C 340.	Identify the main duty of the executive branch						X												
C 341.	List the Constitutional qualifications for President and Vice President						X												
C 342.	State the term of office for a President						X												
343.	Describe the nomination and election process for President and Vice President						X												
344.	List and explain the executive, diplomatic, military, legislative, and judicial powers of the President						X												

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
345.	List and describe the functions of each of the Presidential Cabinet positions						X												
	Independent agencies: the federal bureaucracy																		
346.	Explain what is meant by the "federal bureaucracy"						X												
347.	Describe the role and need for independent agencies within the federal government structure						X												
348.	Describe the function of these independent agencies: Food and Drug Administration, Federal Aviation Administration, Consumer Product Safety Commission, Interstate Commerce Commission, Federal Deposit Insurance Corporation, Federal Savings and Loan Insurance Corporation, Nuclear Regulatory Commission, Federal Communication Commission, Securities and Exchange Commission, Federal Reserve Board, Federal Trade Commission						X												
	Judicial branch																		
C 349.	State the main duty of the judicial branch						X												
350.	Explain the court case of Marbury v. Madison 1803 as it relates to judicial review						X												
351.	Explain the difference between original and appellate jurisdiction						X												
352.	Describe the selection process for federal judges						X												

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
353.	State the qualifications for federal judges						X												
354.	Describe the organization and jurisdiction of the U.S. Supreme Court, U.S. Court of Appeals, Federal District Courts						X												
355.	Define jurisdiction						X												
356.	Describe the work of the U.S. Supreme Court						X												
357.	Describe these Special Courts: Tax Courts, Courts of the District of Columbia, Court of Military Appeals, and territorial courts						X												

(See page SS-4 for table of abbreviations.)

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
ANCIENT AND MEDIEVAL HISTORY																			
Ancient																			
C 358.	Define terms such as civilization, culture, archaeology							X											
359.	Identify characteristics of civilizations							X											
C 360.	Identify the four river valleys and the civilizations which began there							X											
361.	Identify prominent people of ancient times							X											
362.	Identify basic teachings and contributions of Judaism							X											
Classical																			
Greece																			
363.	Contrast leading city-states, Athens and Sparta							X											
364.	Identify concepts of government of Ancient Greece (democracy and totalitarianism)							X											
365.	Differentiate between Hellenic and Hellenistic periods							X											
366.	Identify contribustions of Greece to Western civilization							X											

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
367.	Identify major Greek characters							X											
	Rome																		
368.	Identify Roman periods of republic and empire							X											
369.	Identify social groupings (i.e. Patricians and Plebians)							X											
370.	Explain long term effects of Punic Wars							X											
371.	Associate attempted reforms of Gracchi brothers and Julius Caesar							X											
372.	Define, explain, and give importance of Pax Romana							X											
373.	Identify contributions to Western civilization							X											
374.	Identify important Romans							X											
C 375.	Briefly describe teachings of Jesus and their impact on Roman Empire							X											
376.	Briefly describe organization of early Christian Church							X											
377.	Associate weaknesses of Roman Empire which brought about its decline and destruction in the West							X											

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The Middle Ages with world background																		
	Byzantium - the Eastern Roman Empire																		
378.	Analyze the importance of the Byzantine world							X											
379.	Identify Eastern (Greek) Orthodox Church							X											
380.	Relate contributions of Byzantine world to Western civilization							X											
	The Muslim world																		
C 381.	Identify Mohammed							X											
C 382.	Describe the major teachings of Islam							X											
383.	Trace and explain growth of Islam							X											
384.	Compare and contrast Christianity and Islam							X											
385.	Relate Muslim contributions to the Western world							X											
386.	Identify major terms from Islam							X											
387.	Identify people associated with Islam							X											

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Africa																		
388.	Describe the prevalent social systems of Africa							X											
389.	Know these ancient political units: Zimbabwe, Mali, Ghana, Benin, Asante							X											
	India																		
390.	Analyze the caste system							X											
C 391.	Identify and understand basic teachings of Hinduism							X											
C 392.	Identify and associate the major teachings of Buddhism							X											
393.	Identify importance of the following on India's history: Alexander the Great, Asoka, Guptas, Akbar, Mogul, Taj Mahal							X											
	China																		
394.	Explain cycle theory of history in China							X											
395.	Associate history of China to dynasties							X											
396.	Explain importance of family in Chinese society							X											
C 397.	Identify the basic teachings of Taoism and Confucianism							X											

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
398.	Identify: Ch'in Dynasty, Han Dynasty, Confucius (Kung Fu.Tzu), Lao Tzu, Kubalai Khan, Marco Polo, Ming Dynasty							X											
399.	Relate accomplishments of China							X											
	Japan																		
400.	Identify the islands of Japan							X											
401.	Identify influence of China on Japan							X											
402.	Discuss the distinctiveness of Japanese Emperors							X											
403.	Trace the rise of Japanese Feudalism (Shogunate)							X											
404.	Describe Japanese Feudalism							X											
	European Feudalism																		
405.	Identify background of the rise of feudalism							X											
406.	Associate events, movements, and people who contributed to the forming of the Frankish Empire							X											
407.	Identify importance of Charlemagne's Empire							X											
408.	Explain organization of Charlemagne's Empire							X											

(See page SS-4 for table of abbreviations.)

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
409.	Explain the political, social, religious, and economic role of the Roman Catholic Church on Western Europe							X											
410.	Define feudalism and manoralism							X											
411.	Describe the system of feudalism in terms of society, political relations, and conditions							X											
C 412.	Describe the Crusades and their importance							X											
413.	Identify important people of the period							X											
414.	Identify accomplishments of the "High Middle Ages"							X											

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	ECONOMICS																		
	Provide an introduction to economic concepts																		
	Nature of economics																		
C 415.	Define economics and the economic problem								X										
416.	Relate the importance of the study of economics to the individual, to business, and to nations								X										
	Economic systems																		
C 417.	Compare the economic systems of capitalism, socialism, and communism								X										
418.	Contrast the United States market system with the traditional and command systems with relation to decision-making								X										
	Founders of economic thought																		
419.	Outline the economic thought of Adam Smith, Thomas Malthus, and David Ricardo								X										
	Provide a familiarization with microeconomics																		
	Production and distribution																		
420.	Describe the nature of production								X										
C 421.	Explain the four factors of production								X										
422.	Outline the determinants of production								X										

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
423.	Describe the nature of distribution								X										
424.	Explain the cause and effect relationship of distribution to production								X										
	Supply and demand																		
C 425.	Define supply, demand, and equilibrium point								X										
426.	Compare and contrast the laws of supply and demand								X										
427.	Illustrate the concept of supply using a graph								X										
428.	Illustrate the concept of demand using a graph								X										
429.	Explain from a graph how and why specific prices emerge from the interaction of supply and demand								X										
	Market organization																		
C 430.	Define and give examples of the following market organizations: perfect competition, monopoly, monopolistic competition, oligopoly								X										

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Provide a familiarization with macroeconomics								X										
	Unemployment																		
C 431.	Define unemployment								X										
432.	Contrast unemployment rates according to age, sex, and race								X										
433.	Explain the relationship of unemployment to the business cycle								X										
	Inflation																		
C 434.	Define inflation								X										
435.	Discuss the kinds of inflation such as creeping, run-away, and galloping								X										
	Economic growth																		
C 436.	Define the following terms: gross national product, net national product, national income, personal income, disposable income								X										
437.	Examine the national goals of efficiency, growth, stability, and security with relation to gross national product								X										
	Money and banking																		
438.	Contrast money with barter								X										
439.	Discuss the kinds of money								X										

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
440.	Explain the value of money								X										
441.	Outline the organization of the Federal Reserve System								X										
442.	Trace the clearing of a check through the Federal Reserve System								X										
C 443.	Explain the purpose of the Federal Deposit Insurance Corporation								X										
444.	Explain the purpose of the Federal Savings and Loan Insurance Corporation								X										
	Taxes and tax policy																		
445.	Outline the principles of taxation								X										
446.	Explain the several kinds of taxes								X										
447.	Explain the concepts of proportional tax, progressive tax, and regressive tax								X										

(See page SS-4 for table of abbreviations.)

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	GEOGRAPHY																		
	The Earth in time and space																		
448.	Explain the rotation and revolution of the Earth									X									
449.	Explain the terms solstice and equinox									X									
450.	Identify the days on which the summer solstice, winter solstice, spring equinox, and fall equinox occur									X									
451.	State the method for determining time									X									
452.	Identify the number of time zones									X									
453.	Given the data, compute time for a specific location									X									
	Map projections and the geographic grid																		
454.	Explain the advantages and disadvantages of several projections									X									
C 455.	Explain the use of latitude, longitude, the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line on the geographical grid									X									
C 456.	Locate on a globe or map the equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line									X									

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The adaptation of man to his environment																		
457.	Identify several types of landforms such as hills, mesas, and mountains									X									
458.	Define climate									X									
459.	Explain the causes of climate									X									
460.	List and describe the characteristics of several climate groups such as Mediterranean, continental, humid subtropical, tropical									X									
	The physical environment, culture, and economic and political systems of Asia																		
C 461.	Identify some of the major physical features of Asia to include rivers, mountains, bodies of water, deserts									X									
C 462.	Locate the nations of Asia and major cities									X									
463.	Identify the national and ethnic groups of Asia									X									
464.	Identify several contributions of Asia to civilization such as in the arts, literature, and religion									X									
465.	Describe the lifestyle of the people of Asia in an agricultural society									X									
466.	Describe the lifestyle of the people of Asia in an urban setting									X									

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
467.	Describe the political system of China									X									
468.	Identify Mao Tse-tung, Karl Marx, Mohandes Gandhi									X									
469.	Explain the basic beliefs of Buddhism, Taoism, Confucianism, Hinduism, Shintoism									X									
	The physical environment, culture, and economic and political systems of the Middle East																		
C 470.	Identify some of the major physical features of the Middle East to include rivers, mountains, deserts, bodies of water									X									
C 471.	Locate the nations and major cities of the Middle East									X									
472.	Identify the national and ethnic groups of the Middle East such as Arabs, Kurds, Turks, Hebrews, Persians, Armenians									X									
473.	Identify several contributions of the Middle East to civilization in art, literature, and religion									X									
474.	Describe the lifestyle of people in the desert regions									X									
475.	Describe the lifestyle of a family in an urban setting									X									
C 476.	Identify Jesus Christ, and Mohammed									X									
C 477.	Explain the basic beliefs of Islam, Christianity, and Judaism									X									
478.	Locate the regions in the Middle East where political and/or religious conflict exists									X									

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 479.	Explain the reason for the economic importance of the Middle East to the rest of the world									X									
	The physical environment, culture, and economic and political systems of the Union of Soviet Socialist Republics																		
C 480.	Locate some of the major physical features of the U.S.S.R. to include rivers, mountains, bodies of water, deserts									X									
481.	Identify the ethnic groups of the U.S.S.R.									X									
482.	Describe the lifestyle of Soviets in an urban setting									X									
483.	Identify the major cities of the U.S.S.R.									X									
484.	Describe life on a collective farm									X									
485.	Identify Vladimir Lenin, Bolsheviks, Gosplan, and Politburo									X									
486.	Explain the role of Joseph Stalin in the economic development of the U.S.S.R.									X									
487.	Explain Five Year Plans									X									
488.	Explain Soviet influence on current world affairs									X									
489.	Describe the role of religion in the U.S.S.R.									X									
490.	Describe the educational system in the U.S.S.R.									X									

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
American values contrasted with other cultures																		
491. Define values									X									
492. List several values that Americans share with other cultures of the world									X									
493. Define diversity, tolerance									X									
494. Explain global interdependence									X									

GLOBAL STUDIES

Ideological alliances

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
495.	Define ideology										X								
496.	Explain the terms left wing, right wing, "Soviet bloc," and "Western bloc"										X								
497.	Identify the characteristics of First World nations and name several										X								
498.	Identify the characteristics of Second World nations and name several										X								
499.	Identify the characteristics of Third World nations and name several										X								
500.	Identify the characteristics of Fourth World nations and name several										X								
501.	Explain the terms liberal, conservative, radical, reactionary, socialist, communist										X								

Role of current world leadership

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
502.	Identify current world political leaders										X								
503.	Describe the role of leaders in maintaining peace and/or escalating conflict										X								
504.	Explain the role of leaders in the regions of conflict										X								

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
505.	Describe the role of world leaders in solving problems of pollution, hunger, economic development										X								
	International organizations																		
506.	Identify the United Nations, the NATO Alliance, the Warsaw Pact, the Contradoras, the Pan American Union, the Organization for African Unity, the International Monetary Fund, the World Bank, and the Organization of American States and explain the function of each										X								
	World trade																		
507.	Explain the terms interdependence and balance of payment										X								
508.	Identify the OPEC cartel and explain its purpose and its impact on the world economy										X								
509.	Identify the most important trade items on the world market										X								
	Distribution of the world's resources																		
510.	Identify the critical natural resources										X								
511.	Identify the regions where critical natural resources are located										X								
512.	Explain why the resources are necessary										X								
513.	Identify the nations who are the primary consumers of natural resources										X								
514.	Identify the nations who are economically underdeveloped										X								

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
515.	Describe the relationship between economic development and democratic political systems										X								
	Current international conflicts																		
516.	Identify the regions of current conflict										X								
517.	Explain the reasons for the conflict in each area										X								
518.	Describe the efforts being make to resolve the conflicts										X								
519.	Project methods to possibly resolve current international conflicts										X								

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
LAW RELATED EDUCATION																		
The crime problem and the justice system																		
C 520. Identify crime											X							
C 521. Define justice											X							
C 522. Discuss the adult and juvenile justice systems											X							
Enforcing the law																		
523. Explain the role of the police											X							
524. Discuss the prevention of crimes											X							
525. Describe the recruitment and training of police											X							
Fair trial																		
C 526. Explain the role of the courts											X							
C 527. Explain the role to such people as the judge, lawyer, juries, etc.											X							
C 528. Explain due process as related to the rights of individuals											X							

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Corrections																		
529.	Explain the role of the penal system											X							
530.	Discuss the history of punishment and corrections in the U.S.											X							
531.	Explain the types of correctional philosophies											X							
	Mississippi Law and young people																		
532.	Describe the youth court system											X							
533.	Explain the role of society's control over Mississippi youth laws											X							

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
MINORITY STUDIES																			
	Women																		
534.	Discuss woman's role in society												X						
535.	Describe the treatment of women in the U.S.												X						
	Black Americans																		
C 536.	Discuss Blacks' role in society												X						
C 537.	Describe the treatment of Blacks in the U.S.												X						
	Native Americans																		
C 538.	Explain who the native Americans are and their role in the U.S.												X						
C 539.	Discuss the treatment of Native Americans												X						
	Orientals																		
C 540.	Discuss the contributions of Orientals in the U.S.												X						
C 541.	Describe the treatment of Orientals in the U.S.												X						
	Hispanics																		
C 542.	Discuss the role of Hispanics in the U.S.												X						
C 543.	Explain the treatment of Hispanics in the U.S.												X						

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Other ethnic groups																		
C 544.	Identify other ethnic groups in the U.S. such as Germans, Greeks, etc.												M						
C 545.	Discuss the role of these groups												X						

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
PROBLEMS OF AMERICAN DEMOCRACY																		
Crime and delinquency																		
C 546. Identify types of crime													X					
C 547. Distinguish civil law from criminal law													X					
C 548. Classify types of crime as misdemeanor and felony cases													X					
C 549. Define delinquency													X					
C 550. Identify causes and effects of delinquency													X					
Poverty and distribution of wealth																		
C 551. Define poverty													X					
C 552. Identify causes and probable cures of poverty													X					
C 553. Examine the distribution of wealth concept													X					
Industrialization and technological advancements																		
554. Identify major periods of industrialization													X					
555. Identify several major technological advancements													X					
C 556. Discuss the impact of industrialization and technological advancements upon the American society													X					

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Discrimination																		
C 557.	Define discrimination													X					
C 558.	Define prejudice													X					
C 559.	Discuss discrimination against minority groups in the United States													X					
	Urbanization																		
560.	Trace the conversion of the U.S. from agriculture to industrialization and urbanization													X					
C 561.	Identify problems connected with urbanization													X					
	Population patterns																		
C 562.	Identify major population areas of the U.S.													X					
563.	Research major population shifts in the U.S.													X					
564.	Project future population shifts in the U.S.													X					
	The extension of civil liberties and civil rights																		
C 565.	Cite sources that provide for civil liberties and civil rights													X					
C 566.	Identify major events that led to the extension of civil liberties and civil rights													X					
C 567.	Examine the purpose of several civil rights groups													X					

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The changing family structure																		
568.	Describe the differences between the nuclear family, extended family, and great family													X					
569.	Describe early family life in the U.S. and the impact the industrial revolution had on it													X					
570.	Describe the typical family in the U.S. today													X					
571.	Explain why the family is the basic unit of society and is still important to society													X					
	Nuclear energy																		
572.	Discuss the rationale for the development of nuclear energy													X					
573.	Formulate arguments for and against nuclear energy													X					
574.	Identify problems connected with nuclear energy plants													X					
575.	Propose alternative energy sources													X					
	Ecology																		
C 576.	Define ecology													X					
577.	Discuss the interaction of people and their environment													X					
C 578.	Identify several ecological crises in the U.S. such as the dust bowl, acid rain, ozone layer, etc.													X					

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
579.	Propose solutions to ecological problems while considering man's life styles													X					
	Nuclear weapons																		
580.	Trace the advent of nuclear weapons													X					
C 581.	Identify nations that have nuclear weapons capability													X					
582.	Discuss nuclear test ban treaties													X					
583.	Express an opinion on the use of nuclear weapons													X					

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	PSYCHOLOGY																		
	Provide an introduction to the nature of psychology																		
	Definition of psychology																		
C 584.	Define psychology														X				
C 585.	Describe the relationship between psychology and anthropology and sociology														X				
C 586.	Describe the difference between psychology and psychiatry														X				
	History os psychology																		
587.	Outline a brief historical overview of psychology														X				
588.	Discuss the importance of the dominant contributors in psychology such as Gall, Wundt, Galton, Watson, Wertheimer, Freud, Thorndike, etc.														X				
	Problems and methods																		
589.	List problems connected with collecting data														X				
590.	Explain the experimental method as it is used in psychology														X				
591.	Discuss non-experimental methods used in psychology														X				

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Psychology as a science																		
592.	Discuss the development of the several psychological theories														X				
593.	Describe the thrust of psychology as a science														X				
	Outline the stages of human growth and development																		
	Early developments																		
594.	Describe the longitudinal study and cross-sectional study research methods														X				
C 595.	List influences on human development														X				
C 596.	Describe the changes that take place in the development of the body, motor skills, language, and self-concept														X				
	Development from puberty to old age																		
C 597.	Define adolescence and recognize problems connected therewith														X				
C 598.	Describe the changes in development of the body, motor skills, language, and self-concept during adolescence														X				
C 599.	Describe the changes in the body, motor skills, language, and self-concept during adulthood														X				
600.	Describe the changes in the body and physical skills, language, and self-concept during the elder years														X				

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Provide a familiarization with the creative thinking process																		
	Learning and language																		
C 601.	Define learning														X				
602.	Outline the process of classical conditioning														X				
603.	Outline the process of operant conditioning														X				
604.	Outline the process of cognitive learning														X				
C 605.	Define language														X				
	Development																		
606.	Describe the development of thinking and creative processes														X				
	Personality theories																		
607.	State the psychological definition of personality														X				
608.	Describe several personality theories such as trait theories, psychoanalysis, social-learning theories, humanistic theories														X				

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Provide a familiarization with individual development																		
	Development of self-concept																		
609.	Analyze the development of self-concept														X				
610.	Identify some psychosocial needs such as response, recognition, security, and new experiences														X				
	Understanding relationships																		
611.	Define groups and explain the organization of groups														X				
612.	Discuss group behavior														X				
613.	Explain why groups are needed														X				
	Individual and group																		
614.	Understand relationships of individuals with other individuals and groups														X				
615.	Define aggression and attitude														X				

	MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
SOCIOLOGY																		
Nature of sociology																		
616. Define sociology															X			
C 617. Give examples of tools and techniques used in sociology															X			
618. List different areas of employment for sociologists															X			
Social institutions																		
C 619. Define institution															X			
C 620. List the institutions of society and explain functions of each (family, economics, politics, religion, education)															X			
Social stratification																		
621. Define social stratification															X			
622. Explain the function of social stratification															X			
623. List types of social mobility															X			
624. Give examples of how social class affects Americans															X			
Social groups																		
C 625. Define social groups															X			
626. Identify primary and secondary groups															X			

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Cultural contact and diffusion																		
C 627.	Define culture															X			
628.	Discuss possible factors in the origin of culture															X			
629.	Define and give examples of cultural values, norms, and sanctions															X			
630.	Explain the concept of deviance and give effects of deviation															X			
631.	Describe the effects of cultural contact and diffusion															X			
	Communication																		
632.	Explain the effects of the media on groups															X			
633.	Discuss the extent and importance of an informed public															X			
C 634.	Analyze forms of propaganda and propaganda techniques															X			
	Demography and population																		
C 635.	Define demography															X			
C 636.	Explain the Malthusian theory of population															X			
C 637.	Identify problems related to population growth															X			
C 638.	List ways to control population															X			
639.	Identify possible solutions to future problems caused by increased population															X			

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Political socialization																		
640.	Define political socialization															X			
641.	Explain the process involved in political socialization															X			

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
WORLD HISTORY																			
Ancient																			
C 642.	Define terms such as civilization, culture, archaeology																X		
C 643.	Identify characteristics of civilizations																X		
C 644.	Identify the four river valleys and the civilizations which began there																X		
645.	Identify prominent people of ancient times																X		
C 646.	Identify basic teachings and contributions of Judaism																X		
Classical																			
Greece																			
C 647.	Contrast leading city-states, Athens and Sparta																X		
C 648.	Identify concepts of government of Ancient Greece (democracy and totalitarianism)																X		
649.	Differentiate between Hellenic and Hellenistic periods																X		
C 650.	Identify contribustions of Greece to Western civilization																X		
651.	Identify major Greek characters																X		

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	(LB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Rome																		
652.	Identify Roman periods of republic and empire																X		
653.	Identify social groupings (i.e. Patricians and Plebians)																X		
654.	Explain long term effects of Punic Wars																X		
655.	Associate attempted reforms of Gracchi brothers and Julius Caesar																X		
656.	Define, explain, and give importance of Pax Romana																X		
657.	Identify contributions to Western civilization																X		
658.	Identify important Romans																X		
659.	Briefly describe teachings of Jesus and their impact on Roman Empire																X		
660.	Briefly describe organization of early Christian Church																X		
661.	Associate weaknesses of Roman Empire which brought about its decline and destruction in the West																X		

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The Middle Ages with world background																		
	Byzantium - the Eastern Roman Empire																		
662.	Analyze the importance of the Byzantine world																X		
663.	Identify Eastern (Greek) Orthodox Church																X		
664.	Relate contributions of Byzantine world to Western civilization																X		
	The Muslim world																		
C 665.	Identify Mohammed																X		
C 666.	Describe the major teachings of Islam																X		
667.	Trace and explain growth of Islam																X		
668.	Compare and contrast Christianity and Islam																X		
669.	Relate Muslim contributions to the Western world																X		
670.	Identify major terms from Islam																X		
671.	Identify people associated with Islam																X		

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Africa																		
672.	Describe the prevalent social systems of Africa																X		
673.	Know these ancient political units: Zimbabwe, Mali, Ghana, Benin, Asante																X		
	India																		
674.	Analyze the caste system																X		
675.	Identify and understand basic teachings of Hinduism																X		
676.	Identify and associate the major teachings of Buddhism																X		
677.	Identify importance of the following on India's history: Alexander the Great, Asoka, Guptas, Akbar, Mogul, Taj Mahal																X		
678.	Associate contributions to Western civilization of Indian culture																X		
	China																		
679.	Explain cycle theory of history in China																X		
680.	Associate history of China to dynasties																X		
681.	Explain importance of family in Chinese society																X		

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
682.	Identify the basic teachings of Taoism and Confucianism																X		
683.	Identify: Ch'in Dynasty, Han Dynasty, Confucius (Kung Fu.Tzu), Lao Tzu, Kubalai Khan, Marco Polo, Ming Dynasty																X		
684.	Relate accomplishments of China																X		
	Japan																		
685.	Identify the islands of Japan																X		
686.	Identify influence of China on Japan																X		
687.	Describe Japanese Feudalism																X		
688.	Identify: Prince Shotoku, Yoritomo, Ieynsu,																X		
	European Feudalism																		
689.	Identify background of the rise of feudalism																X		
690.	Associate events, movements, and people who contributed to the forming of the Frankish Empire																X		
691.	Identify importance of Charlemagne's Empire																X		
692.	Explain organization of Charlemagne's Empire																X		
693.	Explain the political, social, religious, and economic role of the Roman Catholic Church on Western Europe																X		

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 694.	Define feudalism and manoralism																X		
695.	Describe the system of feudalism in terms of society, political relations, and conditions																X		
C 696.	Describe the Crusades and their importance																X		
697.	Identify important people of the period																X		
698.	Identify accomplishments of the "High Middle Ages"																X		
	Transition to the modern world																		
	Renaissance																		
C 699.	Define Renaissance and give its characteristics																X		
700.	Describe Renaissance's impact on European civilization and learning																X		
701.	Explain differences in attitudes between Medieval and Renaissance people																X		
702.	Identify writers and artists of the Renaissance period																X		
703.	List effects on scientific thought of the Renaissance																X		
	Reformation																		
C 704.	Define Protestant Reformation																X		
705.	Reasons and causes of the Reformation																X		

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
706.	Identify the basic teachings of Martin Luther and the denomination																X		
707.	Identify the basic teachings of John Calvin and the denomination																X		
708.	Contrast items 706 and 707 with the teachings of the Roman Catholic Church																X		
709.	Identify the basic teachings of the Anglican Church																X		
710.	Identify major writers and rulers of this era																X		
	The age of the rise of modern nations																		
711.	Identify important people of the period																X		
712.	Identify important events of the period																X		
	Describe nation building in:																		
713.	England (Norman Conquest, law, parliament)																X		
714.	France (Hundred Years War, rise of royal power, French nationalism)																X		
715.	Spain (Reconquista, marriage of Ferdinand and Isabella)																X		
716.	Portugal																X		
717.	Russia																X		
718.	Germany and Italy																X		

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The age of exploration																		
719.	Identify causes of exploration																X		
720.	List results of exploration																X		
721.	Identify important people involved in exploration																X		
722.	Identify and explain Commercial Revolution, Mercantilism, capitalism, joint stock company																X		
	The modern world																		
	The age of revolutions																		
723.	Describe the Age of Reason - the Enlightenment																X		
724.	Identify major ideas of the Enlightenment																X		
	The English Revolution																		
725.	Describe the English Revolution																X		
726.	Associate causes of the English Revolution																X		
727.	Identify terms of the English Revolution																X		
728.	Identify people of the period																X		
729.	The North American Revolution, its causes and results																X		

(See page SS-4 for table of abbreviations.)

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		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	The French Revolution																		
730.	Identify and define the Olde Regime																X		
731.	Identify events relating to the French Revolution																X		
732.	Identify important people of the French Revolution																X		
	The age of Napoleon																		
733.	List the results of Napoleon's rule of France																X		
734.	Identify terms and people of the era																X		
735.	Results of Napoleonic Rule on Europe																X		
	The Latin American Revolutions																		
736.	Causes and effects																X		
737.	Identify people and terms of the period																X		
	Unification of Italy																		
738.	List factors which favored unification																X		
739.	List factors in opposition to unity																X		
740.	Relate steps in unity																X		
741.	Identify people and terms of the movement																X		

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Unification of Germany																		
742.	List factors which favored unification																X		
743.	List factors which opposed unification																X		
744.	List terms and people of the era																X		
	Industrial Revolution - Agricultural Revolution																		
745.	List causes and effects of the revolution																X		
746.	Identify terms from this era																X		
747.	List the major economic ideas of the 19th century																X		
	Imperialism																		
748.	List reasons for imperialism																X		
749.	Know imperialist actions in Asia, Africa, South/ Central America, and Pacific Islands																X		
750.	Identify imperialist nations																X		
	World turmoil and instability																		
	World War I																		
C 751.	Identify causes of World War I																X		
752.	Identify the beligerants on either side																X		
753.	Know terms from this era																X		

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 754.	Explain U.S. entrance into war																X		
755.	Identify the Treaty of Versailles																X		
756.	Identify the people of the period																X		
757.	Explain results of World War I on the world																X		
	The Bolshevik Revolution																		
758.	Identify causes of the revolution																X		
759.	Identify people and events of the period																X		
	The Great Depression and World War II																		
760.	Discuss importance of the Great Depression on the entire world																X		
761.	Know the relationship of economics and the war																X		
762.	Name dictatorships of the era and their influences on the world																X		
763.	Describe the Fascist form of government																X		
764.	Describe events leading to World War II																X		
765.	Describe major battles of World War II																		
C 766.	Know the two super powers who emerged from World War II																X		
767.	List principal military and political leaders of the era																X		

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 768.	Know the results of World War II																X		
The contemporary world																			
769.	Describe U.S. - Soviet relations																X		
770.	Analyze collapse of colonial empires																X		
771.	Trace growth and impact of technological and scientific knowledge in the 20th century																X		
772.	Examine the uses, abuses, and preservation of the natural resources of the world																X		
773.	Identify contemporary people and events																X		

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
HUMANITIES																			
	Literature																		
774.	Identify major periods of art																	X	
775.	Identify major authors in the various periods of literature																	X	
776.	Read selected works of literature																	X	
	Art																		
777.	Identify major periods of art																	X	
778.	Explain the major forms of art																	X	
779.	Match famous artists with their works																	X	
	Music																		
780.	Identify major periods of music																	X	
781.	Discuss major composers and their works																	X	
782.	Classify the several types of musical instruments																	X	
783.	Discuss contemporary music and musicians																	X	
	Dance																		
784.	Discuss the several types of dance																	X	

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Drama																		
C 785.	Define drama																	X	
786.	Discuss drama and how it reflects the values of society																	X	
787.	Identify authors and their works in drama																	X	
	History																		
788.	Discuss the development of early civilization																	X	
789.	Trace major historical events from early beginnings to the present																	X	
790.	Recognize significant personalities																	X	
791.	Discuss political and economic developments																	X	
792.	Discuss the geographical aspects																	X	
793.	Discuss cultural aspects																	X	

(See page SS-4 for table of abbreviations.)

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
INTRODUCTION TO THE SOCIAL STUDIES																			
Anthropology																			
C 794.	Define anthropology																		X
795.	Know the three primary sub-disciplines of anthropology: archaeology, cultural anthropology, physical anthropology																		X
796.	Examine regional patterns of cultural diversity and similarity																		X
797.	Understand how the different components of a cultural system are interrelated (e.g., economics, politics, religion, geographic characteristics																		X
Economics																			
C 798.	Define economics																		X
C 799.	Compare various economic systems (e.g., capitalism, socialism, communism)																		X
C 800.	Examine different types of market organization (e.g., perfect competition, monopoly, monopolistic competition, oligopoly)																		X
801.	Discuss several founders of economic thought and their theories (e.g., Adam Smith, Thomas Malthus, David Ricardo)																		X

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
	Geography																		
C 802.	Identify some of the major physical features of the various continents																		X
C 803.	Describe the characteristics of several climate groups (e.g., Mediterranean, continental, humid sub-tropical, tropical)																		X
804.	Understand the interrelationship between geographical features and cultural, economic, and political development in various regions of the world																		X
	History																		
805.	Examine some of the major historical events from early civilization to the present																		X
806.	Identify some of the major historical figures																		X
807.	Discuss the impact of culture, geography, politics, and economics of historical events																		X
	Political Science																		
C 808.	Compare and contrast major types of political systems (e.g., democracy, republic, dictatorship, monarchy)																		X
809.	Discuss the early roots of democracy																		X

(See page SS-4 for table of abbreviations.)

L. - SKILLS AND CONCEPTS FOR SOCIAL STUDIES EDUCATION

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
810.	Examine the influence of ecnomics, geographical location, and cultural diversity on political development																		X
811.	Discuss major political issues confronting the world today																		X
C 812.	Identify significant political leaders																		X
	Psychology																		
C 813.	Define psychology																		X
814.	Discuss the relationship between psychology, anthropology, and sociology																		X
815.	Examine major psychological theories																		X
816.	Identify significant contributors to psychological theory																		X
	Sociology																		
C 817.	Define sociology																		X
C 818.	Identify the various institutions of society and their functions (e.g., family, economics, politics, religion, education																		X
819.	Examine the interrelationship between sociology and anthropology																		X
820.	Understand social stratification and its role in society																		X

Philosophy

		MSH	WC	US1	MSG	US2	USG	AMH	ECO	GEO	GLB	LRE	MIN	AMD	PSY	SOC	WH	HUM	INT
C 821.	Define philosophy																		X
822.	Identify significant philosophers and discuss their contributions to cultural, political, and economic development																		X
823.	Define logic and examine its role in the process of philosophical thought																		X

(See page SS-4 for table of abbreviations.)

COURSES TO MEET THE REQUIREMENTS
OF TEACHING SOCIAL STUDIES
IN MISSISSIPPI

Kindergarten: Self Awareness in a Social Setting

Social Studies in kindergarten should provide experiences for the child to develop an awareness of self as an individual and provide socialization experiences that will help children bridge family life with school life. This should be done by teaching these concepts in sequence: myself, my family, and my environment.

Grade 1: The Individual in the Home and Immediate Environment

First grade social studies should continue and expand self-awareness experiences and provide experiences to develop an understanding of relationships of individuals and groups to each other. Concepts to achieve these goals are: individual worth, dignity, and responsibility; social interdependence; and economic interdependence.

Grade 2: Meeting Basic Needs in the Neighborhood/Community

Second grade social studies should emphasize relationships of individuals and groups in neighborhood/community life. Concepts for this goal are interdependence, communication, production, transportation, and consumption. It should also provide experiences to develop an understanding of past neighborhood/community life as it relates to present neighborhood/ community life through an emphasis on interdependence, communication, production, transportation, and consumption.

Grade 3: The Community in a Global Setting

Third grade social studies should continue and expand the study of individuals and groups in communities in a global setting through studying cultural development, geographic information, and economic development. It should emphasize interdependence at the local, state, national, and international levels of economics, cultures, and political processes. It should emphasize events and people from the past which develop an understanding of present world situations including events and leaders in cultural areas, economics, and politics.

Grade 4: Life in Various Regions of the World

Fourth grade social studies should develop an awareness of geographic regions of the world including physical features, climate, agriculture, and economy. It should provide experiences to develop an understanding of cultural regions of the world from a historical perspective. Areas of emphasis should be physical features, climate, agriculture, and economy.

Grade 5: The Development of the United States as a Nation

Fifth grade social studies should emphasize the diversity of the United States as a nation in geography, culture, ethnicity, and race. It should also direct attention to individuals and groups who have contributed to the past and present development of the United States in cultural, social, economic, and political developments.

Grade 6: American Neighbors: Canada and Latin America

Sixth grade social studies should emphasize selected people and cultures of Canada and Latin America as to geographical regions, historical development, economic development, political development, and value systems. It should also direct attention to political and economic interdependence and cooperation of neighbors in the Americas.

Grade 7: World Cultures (one semester - Recommended fall semester)

World culture courses should direct attention to the general characteristics of regions and subregions of the world and provide for the further development of skills related to acquiring, organizing, and using information. Concepts to be developed are:

Physical Environment
People
Economy
Politics
Religion
Technology
Maps, Globes, and Graphics

Grade 7: Mississippi History (one semester)

Mississippi history in seventh grade should provide experiences to gain an appreciation of Mississippi heritage, develop an understanding of the factors that have influenced the growth of the state, and develop state and national patriotism through a better understanding of the people, resources, customs, traditions, and contributions of Mississippi to the growth of the nation. Major areas of emphasis should be:

Geography
Cultural Heritage
Colonial Period
Evolution of State Government
Economic Development
Cultural Development
Outstanding Mississippians
Contributions to the United States
Mississippi - Its Future.

Grade 8: United States History - To 1877

Note: A preview of post-1877 United States history--not to exceed three (3) weeks--is recommended.

Eighth grade United States history should develop a knowledge base of political, economic, cultural, and military history of the United States to 1877; provide experiences to gain appreciation of our American heritage and to promote patriotism; understand how the present relates to the past; and develop critical thinking skills. This course should include study of:

- Geographical Regions
- Pre-Columbian Cultures
- Exploration
- Colonization
- Colonial Life
- Revolutionary Era
- Nationalism
- Sectionalism
- Civil War and Reconstruction
- Westward Expansion

Mississippi State and Local Government (½ unit)

This course should develop a knowledge base of the structure and functions of state and local governments and their relationship to national government and provide experiences to develop an appreciation for and understanding of our state government. This can be accomplished through a study of these topics:

- Mississippi Constitution
- Legislative Branch
- Executive Branch
- Judicial Branch
- Election Process
- County Government
- Municipal Government
- Mississippi Politics
- Citizenship Rights and Responsibilities

United States History - 1877 to Present (1 unit)

Note: A review of pre-1877 United States history--six (6) weeks--is recommended.

This course should develop a knowledge base of political, economic, cultural, and military history of the United States from 1877 to the present; provide experiences to gain an appreciation of our American heritage and to promote patriotism; encourage an interest in current affairs and promote international understanding; and develop critical thinking skills. Topics to be covered include:

- American Culture
- Industrial Revolution
- Imperialism
- Foreign Entanglements
- Depression and Socialism
- Democracy vs. Totalitarianism
- World Power
- Challenges of World Leadership
- Contemporary

United States Government (½ unit)

This course should provide an understanding of the foundations of the United States government; provide an understanding of the unalienable rights, civil rights, and civil liberties of an American; outline the duties and responsibilities of the citizen in the United states political process; provide a knowledge base of the three branches of United States government; and relate the study of United States government to current issues. Concepts to be developed include:

- Basic Principles
- American Heritage
- Modern Political and Economic Systems
- Principles of Constitutional Government
- Civil Rights
- Civil Liberties
- Citizenship
- Politics and Political Parties
- Citizenship in Action
- Bicameral Congress
- Executive Branch: The Presidency and The Bureaucracy
- Federal Judiciary

Ancient and Medieval History (½ unit)

This course should develop an understanding of and appreciation for the heritage of the Judeo-Greco-Roman roots and its influence on customs, beliefs, and way of life of Americans and Europeans, and develop a knowledge base showing the interrelationships of differing peoples and the cumulative nature of historical development. Concepts to be included are:

- Government
- Society
- Religion
- Literature
- Leading People
- Unique Features

Economics (½ unit)

This course should provide an introduction of economic concepts, provide a familiarization with microeconomics, and provide a familiarization with macroeconomics. Topics for concept development are:

- Nature of Economics
- Economic Systems
- Founders of Economic Thought
- Production and Distribution
- Supply and Demand
- Market Organization
- Unemployment
- Inflation
- Economic Growth
- Money and Banking
- Taxes and Tax Policy

Geography (½ unit)

This course should provide an understanding of and the ability to use the basic tools of geography to include maps, charts, tables, and graphs; provide a knowledge of the general characteristics of region and subregions of the world; demonstrate the interrelations of humans and their environments; and identify and contrast the patterns of human variation, regional, national and global. Concepts necessary to accomplish the above are:

The Earth in time and space
Map projections and the geographic grid
The adaptation of man to his environment
The physical environment, culture, and economic and political systems of Asia
The physical environment, culture, and economic and political systems of the Middle East
The physical environment, culture, and economic and political systems of the Union of Soviet Socialist Republic
American values contrasted with other cultures

Global Studies (½ unit)

This course should increase global awareness, develop awareness of economic interdependence, acquire a greater understanding of world events, and show the necessity for open communication on a global level. Topics for development are:

Ideological Alliances
Role of Current World Leadership
International Organizations
World Trade
Distribution of the World's Resources
Current International Conflicts

Law Related Education (½ unit)

This course should give students an understanding of the legal process and the legal system, and focus on issues that can be illustrated through students' experiences. The course should focus on these topics:

The Crime Problem and the Justice System
Enforcing the Law: The Role of the Police
Fair Trial: The Role of the Courts
Corrections: The Role of the Penal System
Mississippi Law as It Pertains to Young People

Minority Studies (½ unit)

This course should help the student to recognize that the U.S. is a multicultural society, recognize the contributions of minorities to the development of our country, recognize the importance of cultural heritage, and develop a respect for the value system of minorities. Groups for major focus are:

Women
Black American
Native Americans
Orientals
Hispanics
Other Ethnic Groups as Identified by Teacher

Problems of American Democracy (½ unit)

In this course, students should examine from several ideological viewpoints the issues of current interest dealing with the social, political, and economic facets of human behavior; analyze and research the conditions from which current problems emerged; and project viable alternatives or solutions to current issues within a democratic society. Major areas of emphasis should be:

Crime and delinquency
Poverty and the distribution of wealth
Industrialization and Technological Advancements
Discrimination
Urbanization
Population Patterns
The extension of civil liberties and civil rights
The changing family structure
Nuclear energy
Ecology
Nuclear weapons

Psychology (½ unit)

This course should provide an introduction to the nature of psychology, outline the stages of human growth and development, provide a familiarization with the creative thinking process, and provide a familiarization with individual development. Topics for development are:

Definition of Psychology
History of Psychology
Problem and Methods
Psychology as a Science
Early Development
Development from Puberty to Old Age
Learning and Language
Development
Personality Theories
Development of Self-Concept
Understanding Relationships
Individual and Group

Sociology (½ unit)

The course in sociology should introduce students to the basic principles and concepts of sociology as a discipline; encourage students to become aware of some of the problems, using methods that are scientifically and logically sound; stimulate students to become aware of the extreme importance of social relationships in human behavior; and enable students to develop the ability to look more objectively at the social phenomena. Major areas of activity should include study of:

- Nature of sociology
- Social Institutions
- Social stratification
- Social groups
- Cultural Contact and Diffusion
- Communication
- Demography and Population
- Political Socialization

World History (1 unit)

This course should develop an understanding of change, the impact of change, and learning to deal with change; develop an awareness of the interdependence of the Modern World; develop a rational, humane citizen who can function in Modern World; and develop an appreciation of the differences of peoples and cultures, and demonstrate respect for the origins and worth of all people. A survey of the following should assist in accomplishing these goals:

- Major Developments in European, African, Asian and Latin American history
- Government
- Society
- Religion
- Literature
- Leading People
- Unique Features

*Includes concepts from Ancient and Medieval History (see course description in this section).

Humanities (½ or 1 unit)

Note: This course may be considered as an interdisciplinary course and as such, may be taught in a variety of disciplines (e.g., social studies, English, music, art, drama, etc.)

Restrictions: If this course is to be a ½ unit, a minimum of one (1) culture should be studied; if one (1) unit, a minimum of two (2) cultures.

This course should provide a knowledge base of literature, art, music, dance, drama, and history of an identifiable culture(s); and develop a project each semester that requires a creative presentation related to the culture.

- Literature
- Art
- Music
- Dance
- Drama
- History

Introduction to Social Studies (½ unit)

This course should provide a general survey of the social science discipline by surveying the following humanities:

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology
Philosophy

SOCIAL STUDIES COURSES FOR MISSISSIPPI SCHOOLS

Grade Level	Course or Emphasis	Credits
K	Self Awareness in a Social Setting	
1	The Individual in the Home and Immediate Environment	
2	Meeting Basic Needs in the Neighborhood/Community	
3	The Community in a Global Setting	
4	Life in Various Regions of the World	
5	The Development of the United States as a Nation	
6	American Neighbors: Canada and Latin America	
7	Mississippi History (1 semester) World Cultures (1 semester)	
8	United States History to 1877	
9, 10, 11, or 12	Mississippi State and Local Government	½
9, 10, 11, or 12	United States History - 1877 to Present	1
9, 10, 11, or 12	United States Government	½
9, 10, 11, or 12	Ancient and Medieval History	½
9, 10, 11, or 12	Economics	½
9, 10, 11, or 12	Geography	½
9, 10, 11, or 12	Global Studies	½
9, 10, 11, or 12	Law Related Education	½
9, 10, 11, or 12	Minority Studies	½
9, 10, 11, or 12	Problems of American Democracy	½
9, 10, 11, or 12	Psychology	½
9, 10, 11, or 12	Sociology	½
9, 10, 11, or 12	World History	1
9, 10, 11, or 12	Humanities	½ or 1

9, 10, 11, or 12	Introduction to Social Studies	½
9, 10, 11, or 12	Advanced Placement American History	1
9, 10, 11, or 12	Advanced Placement European History	1
9, 10, 11, or 12	Advanced Placement American Government and Politics	1

APPENDICES

Junior ROTC Program

JROTC DEPARTMENT

PROGRAM DESIGN & PERFORMANCE OBJECTIVES

I. DESIRED LEARNING OUTCOMES: (JROTC DEPARTMENT)

A. Appreciation of the ethical values and principals that underline good citizenship which include integrity, responsibility and respect for constituted authority.

B. Development of leadership potential with the abilities to live and work cooperatively with others.

C. Ability to think logically and to communicate effectively both orally and in writing.

D. Appreciation of the importance of physical fitness in maintaining good health.

E. Familiarity with the history, purpose and structure of the military services with emphasis in the accomplishments of the U. S. Army.

F. Knowledge of educational and vocational opportunities offered by the U. S. Army and the development of basic skills necessary to work effectively as a member of the military team.

II. PURPOSE: The JROTC program is to provide instruction which will benefit the cadet, the community and the nation.

III. SCOPE: The program of instruction will consist of four years of instruction with a minimum of 108 hours per year of core military subjects and additional subjects that reinforces core subjects that assist students in upward mobility achievements. The program of instruction is as follows:

A. First Year (LDI) - Introduction to Leadership Development

B. Second Year (LDII) - Intermediate Leadership Development

C. Third Year (LDIII) - Applied Leadership Development

D. Fourth Year (LDIV) - Advanced Leadership Development

IV. PROGRAM ORGANIZATION AND CURRICULUM DESCRIPTION (PROGRAM DESIGN):

A. First Year - Introduction to Leadership Development

1. Introduction to ROTC and the Army

2. Introduction to Leadership Theory

3. Drill and Ceremonies

4. Hygiene and First Aid

5. Introduction to Maps and Map Reading

6. Introduction to Techniques of Oral Communications

7. Marksmanship and Safety

8. Introduction to L.D. II

B. Performances Objectives - First Year

1. Introduction to ROTC and the Army
   The student will be able to:

   a. Identify the history, purpose and objectives of the JROTC Program.

   b. Identify how to wear the uniform

   c. Identify rank structure

   d. Identify the customs and courtesies of the service

   e. Apply the correct way to salute

   f. Gain respect for the National Flag and the National Anthem

   g. Translate, use, and apply organizational principals

2. Introduction to Leadership Theory
   The student will be able to:

   a. Define and understand the importance of positive self-concept

   b. Apply development of basic management and leadership skills

   c. Solve personality/physiological needs

   d. Translate the dynamics of group interaction with emphasis on leadership and management of groups

3. Drill and Ceremonies
   The student will be able to:

   a. Practice basic leadership techmiques

   b. Drill in accordance with standard army precision

   c. Use and translate the chain of command concept

   d. Excute military parades and ceremonies in accordance with standard Army precision

   e. Appreciate and be capable to achieve acceptable standards of physical exercise and conditioning exercises.

4. Hygiene and First Aid
   The student will be able to:

   a. Perform basic first aid

   b. Name and perform the four lifesaving measures

   c. Identify, perform and treat for common emergancies

   d. Interpret the vital body functions

   e. Demonstrate how to dress and apply bandages correctly

   f. Solve personal hygiene and disease control problems

   g. Be familiar with drug and alcohol abuse and techniques to control these abuses

5. Introduction to Maps and Mapreading
   The student will be able to:

   a. Orient a map

   b. Identify the types of maps

   c. Interpret the scale of maps

   d. Interpret marginal information

   e. Apply land formation knowledge

   f. Identify basic topographic symbols

g. Interpret the basic colors on a map

h. Determine elevation situations

6. Introduction to Techniques of Oral Communications
The student will be able to:

a. Apply the principals of communications

b. Select and organize materials necessary to communicate

c. Solve and practice planning and preparation of lesson plans

d. Execute short student presentations

7. Marksmanship and Safety
The student will be able to:

a. Demonstrate how to care for and clean a weapon

b. Apply weapon safety and weapon handling

c. Demonstrate four basic firing positions

d. Apply weapon sighting and aiming

e. Apply sight alignment

f. Demonstrate range safety procedures

g. Conduct familiarization firing

h. Acquire firing techniques

8. Introduction to LD II
The student will be familiar with:

a. Next years scope of instruction in JROTC

b. Introduction to the skill levels required

c. A draft and plan for next years leadership assignment

C. Second Year - Intermediate Leadership Development

1. Intermediate Leadership

2. Drills and Ceremonies

3. Intermediate First Aid
4. Intermediate Map Reading
5. Intermediate Techniques of Oral Instruction
6. Intermediate Marksmanship and Safety
7. U. S. Army People, Places and Times
8. Service Opportunities
9. Introduction to LD III

D. Performance Objectives - Second Year

1. Intermediate Leadership
   The student will be able to:
   a. Apply self-concept
   b. Define management
   c. Apply the elements of the leadership process
   d. Apply the management characteristics and functions
2. Drill and Ceremonies
   The student will be able to:
   a. Conduct practical exercises in the development of leadership abilities
   b. Apply the school of the soldier without arms
   c. Demonstrate the role of a leader
   d. Demonstrate and practice the value of physical exercise and conditional activities
3. Intermediate First Aid
   The student will be able to:
   a. Perform first aid on persons requiring special first aid
   b. Apply disease control techniques
   c. Apply field sanitation techniques
   d. Interpret psychological first aid

e. Apply the leaders responsibility for safety

4. Intermediate Map Reading
The student will be able to:

a. Apply the military grid system and translate how plot grid coordinates

b. Interpret how to determine map azimaths

c. Interpret how to use the protractor and magnetic compass

d. Interpret how to use the grid, magnetic grid diagram and coverting azimaths

e. Interpret how to locate unknown locations on a map by using intersecting and resection techniques.

5. Intermediate Techniques of Oral Communications
The student will be able to:

a. Apply the principals of instruction

b. Study organization of material for instruction

c. Name the instructional methods

d. Name the value of training aids and their use

e. Distinguish how to prepare a basic lesson plan

f. Distinguish how to prepare a basic lesson presentation and to conduct a critique

6. Intermediate Marksmanship and Safety
The student will be able to:

a. Apply the eight steady hold factors

b. Apply the basic positions of firing

c. Apply the importance of good marksmanship

d. Apply the effects of weather on marksmanship

e. Apply the basic coaching techniques

f. Demonstrate how to fire in competitions

7. The U. S. Army, People, Places and Times
   The student will be able to:

   a. Name significant U. S. Army campaigns

   b. Name and explain examples of personal heroism and unit gallentry under combat conditions

   c. Apply, discuss and review illustrations of regional military leaders

   d. Make oral and written presentations or biographical sketches of great military leaders

8. Service Opportunities
   The student should describe the:

   a. Value of Army service

   b. Retirement system

   c. Upward mobility movement

   d. Advantages and disadvantages of military service

   e. Service benefits

9. Introduction to LD III
   The student will be familiar with;

   a. The senior course content

   b. Skill level requirements

   c. Draft and plan for leadership assignments

D. Third Year - Applied Leadership Development

1. Applied Leadership

2. Drill and Ceremonies

3. Applied Map Reading

4. Applied Techniques of Oral Communications

5. Applied First Aid (CPR and Multi-Media)

6. Marksmanship and Safety

7. Service Opportunities

8. Role of the Army

E. Performance Objective - Third Year

1. Applied Leadership
   The student will be familiar with:
   - a. Applied leadership techniques
   - b. Aspects of mutual respect
   - c. Leader/subordinate relationship
   - d. Duties of a leader/manager
   - e. Building of team work and team spirit
   - f. Flow of communications
   - g. Problem solving process
   - h. Staff supervision of assigned tasks
   - i. Staff functions and procedures
2. Drill and Ceremonies
   The student will be familiar with:
   - a. Duties and responsibilities of a leader
   - b. Practical exercise in leadership development
   - c. Preparing for inspection
   - d. Inspections, ceremonies, reviews, and parades
   - e. Physical exercise and conditioning activities
3. Applied Map Reading/Land Navigation
   The student will be familiar with:
   - a. Comprehensive review of LD 2 Map reading
   - b. Determining distance in the field
   - c. Military symbols and their use
   - d. Introduction to aerial photographs
   - e. Picto maps, and orienteering
4. Applied Techniques of Oral Communications
   The student will be familiar with:
   - a. Methods of instruction review

   b. Preparation for instruction (Cadets)

   c. Cadet presentations

5. Advanced First Aid
   The students will be able to:

   a. Be a qualified Red Cross multi-media achiever

   b. Apply and practice the four lifesaving steps

   c. Apply CPR principles and their application

   d. Treat and apply general first aid under various conditions and situations

   e. Treat common emergencies

6. Weapon Firing and Safety
   The student will be able to:

   a. Record fire a qualification weapons course

   b. Apply range safety procedures

   c. Operate a range

   d. Demonstrate how to coach students

   e. Demonstrate how to conduct specific firing courses

   f. Demonstrate how to initiate competitive shooting

7. Service/ROTC Opportunities
   The student should be knowledgeable about:

   a. Service contracts

   b. Service benefits

   c. Service retirement

   d. Advance Rotc Programs

   e. Scholarship application

   f. Career Fields

   g. Branches of the Army

   h. Service Academy opportunities

   i. Rank attained for completing 3 years of JROTC

8. Role of the Army
   The student will be familiar with:
    - a. The needs of the Army from 1775-1776
    - b. The War of Independence (1777-1783)
    - c. The formative years (1783-1812)
    - d. The Western Frontier, exploration and expansion of the West
    - e. The role of the Army as the excutor of National policy

F. Fourth Year - Advanced Leadership Development

1. Advanced Leadership Techniques
2. Drill and Ceremonies
3. Advanced Communications
4. Staff Functions and Procedures
5. Advanced Map Reading
6. Advanced First Aid (CPR and Multi-Media)
7. Weapon Firing and Safety

G. Performance Objectives - Fourth Year

1. Advanced Leadership
   The student will be able to:
    - a. Name the moral aspect of leadership
    - b. Apply group relations and behavior
    - c. Apply indicators of leadership
    - d. Name the basic element of leadership communications
    - e. Name the management of resources
    - f. Interpret the problem solving process
    - g. Conduct practical and specific problems in military and civilian areas of leadership
    - h. Assume a leadership role and make decisions

i. Apply and practice analysis and application of new ideas

j. Demonstrate how to maintain discipline, handle grievances, and manage people

k. Demonstrate how to assume command

l. Demonstrate how to operate within a chain of command

m. Demonstrate how to disseminate information and intergrate new personnel

n. Demonstrate how to punish and reward

o. Demonstrate how to develop and maintain teamwork

2. Drill and Ceremonies
The student will be able to:

a. Conduct practical exercises in leadership development

b. Assume and conduct duties of the leader in preparing for and during inspection, ceremonies, parades and reviews

3. Advanced Communications
The student will be able to:

a. Organize for self-study

b. Organize material, plan and prepare lesson plans

c. Conduct classroom presentations

d. Conduct and apply technique of critism for other students' instruction

4. Staff Functions and Procedures
The student will be able to:

a. Review staff organization

b. Preview duties of each staff section

c. Review sequence of staff actions and interstaff responsibilities

d. Describe relationship between commander and staff

e. Present seminar and practical exercise

5. Advance Map Reading
   The student will be able to:

   a. Determine distance

   b. Illustrate military symbols

   c. Name marginal data

   d, Name colors on a map

   e. Apply resection and intersection

6. Advanced First Aid (CPR and Multi-Media)
   The student will be able to:

   a. Be a qualified Red Cross multi-media achiever

   b. Apply and practice the four lifesaving steps

   c. Apply CPR

   d. Apply general first aid under various conditions and situations

   e. Identify how to treat common emergencies

7. Weapon Firing and Safety
   The student will be able to:

   a. Record fire a qualification course

   b. Apply range safety procedures

   c. Demonstrate how to coach students

   d. Demonstrate how to conduct specific firing course

   e. Demonstrate how to initiate competitive shooting

H. Second/Third Year - Intermediate Leadership Development

1. Intermediate Leadership

2. Drills and Ceremonies

3. Intermediate First Aid - CPR

4. Intermediate Map Reading

5. Intermediate Techniques of Oral Instruction
6. Intermediate Marksmanship and Safety
7. U. S. Army People, Places and Times
8. Role of the Army
9. Introduction to LD III/LDIV
10. Psychology of Leadership

I. Performance Objectives - Second/Third Year

1. Intermediate Leadership
   The student will be able to:
   a. Apply self-concept
   b. Define management
   c. Apply the elements of the leadership process
   d. Apply the management characteristics and functions
2. Drill and Ceremonies
   The student will be able to:
   a. Conduct practical exercises in the development of leadership abilities
   b. Apply the school of the soldier without arms
   c. Demonstrate the role of a leader
   d. Demonstrate and practice the value of physical exercise and conditional activities
3. Intermediate First Aid
   The student will be able to:
   a. Perform first aid on persons requiring special first aid
   b. Apply disease control techniques
   c. Apply field sanitation techniques
   d. Interpret psychological first aid
   e. Apply the leaders' responsibility for safety
   f. Apply CPR principles and their application

4. Intermediate Map Reading
   The student will be able to:

   a. Apply the military grid system and translate how plot grid coordinates

   b. Interpret how to determine map azimaths

   c. Interpret how to use the protractor and magnetic

   d. Interpret how to use the grid, magnetic grid diagram and coverting azimaths

   e. Interpret how to locate unknown locations on a map by using intersecting and resection techniques

5. Intermediate Techniques of Oral Communications
   The student will be able to:

   a. Apply the principals of instruction

   b. Study organization of material for instruction

   c. Name the instructional methods

   d. Name the value of training aids and their use

   e. Distinguish how to prepare a basic lesson plan

   f. Distinguish how to prepare a basic lesson presentation and to conduct a critique

6. Intermediate Marksmanship and Safety
   The student will be able to:

   a. Apply the eight steady hold factors

   b. Apply the basic positions of firing

   c. Apply the importance of good marksmanship

   d. Apply the effects of weather on marksmanship

   e. Apply the basic coaching techniques

   f. Demonstrate how to fire in competitions

7. The U. S. Army, People, Placws and Times
   The student will be able to:

   a. Name significant U. S. Army campaigns

   b. Name and explain examples of personal heroism and unit gallentry under combat conditions

   c. Apply, discuss and review illustrations of regional military leaders

   d. Make oral and written presentations or biographical sketches of great military leaders

8. Role of the Army
   The student will be familiar with:

   a. The needs of the Army from 1775-1776

   b. The War of Independence (1777-1783)

   c. The formative years (1783-1812

   d. The Western Frontier, exploration and expansion of the West

   e. The role of the Army as the executor of National policy

9. Introduction to LD III/LD IV
   The student will be familiar with:

   a. The senior course content

   b. Skill level requirements

   c. Draft and plan for leadership assignments

10. Psychology of Leadership
    The student will be able to:

    a. Name the moral aspect of leadership

    b. Apply group relations and behavior

    c. Apply indicators of leadership

    d. Name the basic element of leadership communications

    e. Name the management of resources

    f. Interpret the problem solving process

g. Conduct practical and specific problems in military and civilian areas of leadership

h. Assume a leadership role and make decisions

J. Third/Fourth Year - Applied Leadership Development

1. Applied Leadership

a. Psychology of leadership

b. Seminar in leadership management

c. Small unit problems

2. Drill and Ceremonies

3. Advanced Techniques of oral communications

4. Role of the Army

5. Staff functions and procedures

6. Applied map reading

7. Advanced first aid (CPR and multi-media)

8. Service opportunities

9. Hunter safety/marksmanship

K. Performance Objective - Third/Fourth Year

1. Applied Leadership
The student will be familiar with:

a. Applied leadership techniques

b. Aspects of mutual respect

c. Leader/subordinate relationship

d. Duties of a leader/manager

e. Building of team work and team spirit

f. Flow of communication

g. Problem solving process

h. Staff supervision of assigned tasks

i. Staff functions and procedures

2. Drill and Ceremonies
   The student will be familiar with:

   a. Duties and responsibilities of a leader

   b. Practical exercise in leadership development

   c. Preparing for inspection

   d. Inspections, ceremonies, reviews, and parades

   e. Physical exercise and conditioning activities

3. Advanced Techniques of Oral Communications
   The student will be familiar with:

   a. Methods of instruction review

   b. Preparation for instruction (Cadets)

   c. Cadet Presentations

4. Role of the Army
   The student will be familiar with:

   a, The needs of the Army from 1775 - 1776

   b, The War of Independence (1777-1783)

   c. The formative years (1783-1812

   d. The Western Frontier, exploration and expansion of the West

   e, The role of the Army as the executor of National policy

5. Staff Functions and Procedures
   The student will be able to:

   a. Review staff organization

   b. Preview duties of each staff section

   c. Review sequence of staff actions and interstall responsibilities

   d. Describe relationship between commander and staff

   e. Present seminar and practical exercise

6. Applied Map Reading/Land Navigation
The student will be familiar with:

   a. Comprehensive review of LD 2 map reading

   b. Determining distance in the field

   c. Military sysbols and their use

   d. Introduction to aerial photographs

   e. Picto maps, and orienteering

7. Advanced First Aid (CPR and Multi-Media)
The student will be able to:

   a. Be a qualified Red Cross multi-media achiever

   b. Apply and practice the four lifesaving steps

   c. Apply CPR

   d. Apply general first aid under various conditions and situations

   e. Identify how to treat common emergencies

8. Service/ROTC Opportunities
The student should be knowledgeable about:

   a. Service contracts

   b. Service benefits

   c. Service retirement

   d. Advance ROTC Programs

   e. Scholarship application

   f. Career fields

   g. Branches of the Army

   h. Service Academy opportunity

   i. Rank attained for completing 3 year of JROTC

9. Hunter Safety/Marksmanship
   The student will be able to:

   a. Record fire a qualification course

   b. Apply range safety procedures

   c. Demonstrate how to coach students

   d. Demonstrate how to conduct specific firing course

   e. Demonstrate how to initiate competitive shooting

Driver Education Program

Driver Education Course Objectives

1. INTRODUCTION AND OVERVIEW - Student will see the relationship of this course and his/her traffic related behavior following the course to the goals of the highway transportation system.

2. BASIC CONTROL TASKS - Student will (1) enter and preprepare the vehicle and occupants for safe travel and (2) control the speed/direction of vehicle while performing basic control movements.

3. ROADWAY VARIATIONS AND CONDITIONS - Student will adjust speed and direction of vehicle to meet conditions on various types of highways.

4. LATERAL AND LONGITUDINAL SPACING - Student will maintain speed and position, and communicate intentions where interacting with vehicles within the traffic flow.

5. INTERSECTIONS - Student will use intersections in a safe, efficient, and legal manner.

6. MANEUVERING IN LIMITED SPACE - Student will communicate intentions and maintain proper speed and position when operating in limited space.

7. PASSING - Student will overtake and pass other vehicles safely and efficiently.

8. LIMITED VISIBILITY - Student will take actions neccessary to adjust to hazards caused by poor visibility.

9. TRACTION PROBLEMS - Student will adjust driving to allow for reduced friction between tires and road and regain control if traction is lost.

10. VEHICLE SYSTEMS AND MAINTENANCE - Student will maintain the vehicle in a safe and economic condition.

11. VEHICLE MALFUNCTIONS AND BREAKDOWNS - Student will effectively control a vehicle in emergency situations caused by vehicle malfunction.

12. AVOIDING AND MINIMIZING IMPACT FORCES - Student will take proper action to avoid collisions or lower the impact of unavoidable collisions.

13. AT THE COLLISION SCENE AND REPORTING - Student will accept legal and moral responsibilities at the scene of highway collisions.

14. ALCOHOL AND OTHER DRUGS AS RELATED TO THE DRIVING TASKS - Student will do the following:

    - Not drive when mental and physical abilities have been impaired due to alcohol/drug use, and will not ride with drivers whose abilities have been impaired.

    - Discourage others from driving if their physical and mental abilities have been impaired due to alcohol/drug use, and will discourage others from riding with a driver whose abilities have been impaired.

    - Support promising measures for contolling alcohol/drug traffic safety problems.

15. PHYSICAL ATTRIBUTES AND CONDITION - Student will correct or compensate for the effects of temporary or permanent physical defects or limitations which might affect driving performance.

16. SOCIAL-PERSONAL FACTORS - Student will control the effects of social and personal factors so they do not interfere with safe and efficient vehicle operation, and avoid driving when this is not possible.

17. DRIVING TO CONSERVE FUEL AND ENERGY - Student will utilize wise and conservative measures in operating the motor vehicle in saving fuel and energy.

18. VEHICLE SELECTION AND OWNERSHIP - Student will use good judgment when purchasing a vehicle and comply with laws which apply to drivers and owners of vehicles.

19. TRAFFIC LAW ENFORCEMENT - Student will obey traffic laws and act intelligently and responsibly if cited for traffic violation.

20. MANAGING AND IMPROVING THE HIGHWAY TRANSPORTATION SYSTEM - Student will do the following:

    - Report hazardous highway, vehicle, and traffic conditions to proper authorities.

    - Support measures to improve the system through voting, working on traffic safety councils, appearing before governing bodies, writing letters, and other means.

Districts that plan to offer Driver Education for credit should obtain A GUIDE FOR ADMINISTRATORS AND TEACHERS - DRIVER EDUCATION which contains the major concepts and skills. It is available from the Supervisor of Driver and

Safety Education, Division of School Building and Transportation, State Department of Education, P. O. Box 771, Jackson, MS 39205-0771.

One-fourth Carnegie unit of credit may be awarded for a Driver Education program of less than one semester length that offers a minimum of 30 hours of classroom instruction. One-half Carnegie unit of credit may be awarded for a full semester Driver Education program that offers a minimum of 30 hours of classroom instruction and 6 hours behind-the-wheel training OR a minimum of 30 hours classroom instruction, 12 hours simulation and 3 hours behind-the-wheel training.

Advanced Placement Program

Introduction

The Advanced Placement Program®

The Advanced Placement (AP) Program is a cooperative educational endeavor of the College Board. Based on the fact that many young people can, with profit and delight, complete college-level studies in their secondary schools, it represents a desire of schools and colleges to foster such experiences. Like other programs of the Board, this program is national, its policies are determined by representatives of member institutions, and its operational services are provided by Educational Testing Service.

Advanced Placement serves three groups: students who wish to pursue college-level studies while still in secondary school, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement. It does this by providing practical descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the students' choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examinations. Thus the Advanced Placement Program is an instrument of cooperation that extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

The Course Descriptions

At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, English, French, German, history, government and politics, Latin, mathematics, music, physics, and Spanish. Each covers the equivalent of a college full-year course, but those in government and politics, Latin, and Physics C are divisible into semester units.

Each of these offerings is the responsibility of a development committee made up of secondary school and college teachers appointed by the College Board to overlapping terms. Such committees function as subcommittees of the Board's academic advisory committees, each of which is responsible for all College Board tests and examinations in a field. The course descriptions, reviewed and published biennially, are regularly distributed to participating schools and colleges and are available for purchase. Although the course descriptions are designed primarily for teachers, department heads, and curricular coordinators, they can also serve as useful guides for students who wish to prepare for the examinations through independent study. In most subjects, the course descriptions are supplemented by a *Teacher's Guide to AP Courses* (or *Beginning an Advanced Placement Course*) and *Grading the Advanced Placement Examination.* (See the AP Publications Order Form included with this booklet.)

The Examinations

The Advanced Placement Examinations—or, in studio art, evaluations—are offered throughout the world each May. (See the back cover of this booklet for the date of the next examination.) No examination is longer than three hours; some are shorter. They are administered at participating schools or at multischool centers. (Any school is free to participate; it need only file the Advanced Placement Participation Form sent to all schools every fall.) All the examinations contain either an essay or problem-solving section and another section consisting of multiple-choice questions.

The Reading

In June the examinations—as well as the portfolios in studio art—are graded by approximately one thousand college and secondary school teachers familiar with the Program, brought together especially for this purpose and serving under the direction of a Chief Reader in each field. Precautions are taken to ensure the fairness and reliability of the reading. The Chief Readers—college professors who sit with the development committees and later direct the reading—develop initial grading standards in consultation with their immediate assistants. The other readers then join in the determination of more detailed expectations. Throughout the reading, measures such as the assignment of each examination book to several readers, the deliberate obscuring of previous readers' grades as well as of the students' names and schools, and the continuous monitoring of readers' work by table leaders are intended to keep the readers' judgments as reliable as possible. The questions on the multiple-choice sections are scored with a correction factor to compensate for random guessing, and they are deliberately set at such a level of difficulty that students performing acceptably on the free-response section of an examination generally need to answer about 50 to 60 percent of the multiple-choice questions correctly to obtain a total grade of 3.

The Grades

The Chief Readers bring to the grading process the same standards that are applied in developing the examinations. The multiple-choice questions are used both to provide high reliability (the likelihood that a candidate repeating the examination would receive the same grade) and to provide links with former years, in order that a candidate who earns a grade of 3 on one year's examination be at the same level of competence in the subject as candidates who earned grades of 3 in other years.

The stability of grades in a program that deliberately publishes its essay questions, and hence must use new ones every year, is maintained in two ways. First, in subjects where enough multiple-choice questions are used, it is possible to make direct comparisons between the performance of the current year's candidates and that of a previous year's candidates on a set of identical questions. Other psychometric techniques make it possible to use these data to calibrate these sections of the two examinations with reasonable accuracy. Thus, the effects on candidates' grades of different essay questions from one year to the next can be minimized, but the success of this procedure depends on the multiple-choice questions' remaining secure. Second, the Chief Readers compare the general distributions of grades in their subjects to those of the last few years and consider other pertinent data to arrive at decisions on grades.

In this way the readers' judgments on the essay questions are combined with the results of the multiple-choice questions; and the total raw scores are converted by the Chief Readers to the Program's five-point scale: 5–Extremely well qualified. 4–Well qualified. 3–Qualified. 2–Possibly qualified. 1–No recommendation.

In early July the grades are reported to the students, their secondary schools, and the colleges they are entering. Students' essay booklets are available, at cost, to their designated colleges. Those not requested by students' colleges are then available to their schools.

The Student and the College

Teachers who provide advanced studies with the hope of their students' receiving credit and advanced placement at college must realize that, although the Program provides a curricular guide and examination in each field, all colleges do not follow the same, or even similar, procedures upon receipt of Advanced Placement Examination grades. Many colleges grant credit and placement automatically for qualifying work on the examinations; some grant either placement or credit only; others are still establishing their policies. (At the back of this booklet is a list of colleges reporting some use of AP Examinations in this field.) Schools that offer advanced courses or are planning to establish them will therefore wish to communicate directly with the colleges that their students generally attend.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director, Advanced Placement Program, The College Board, 45 Columbus Avenue, New York, New York 10023-6917; or from the appropriate regional office of the College Board.